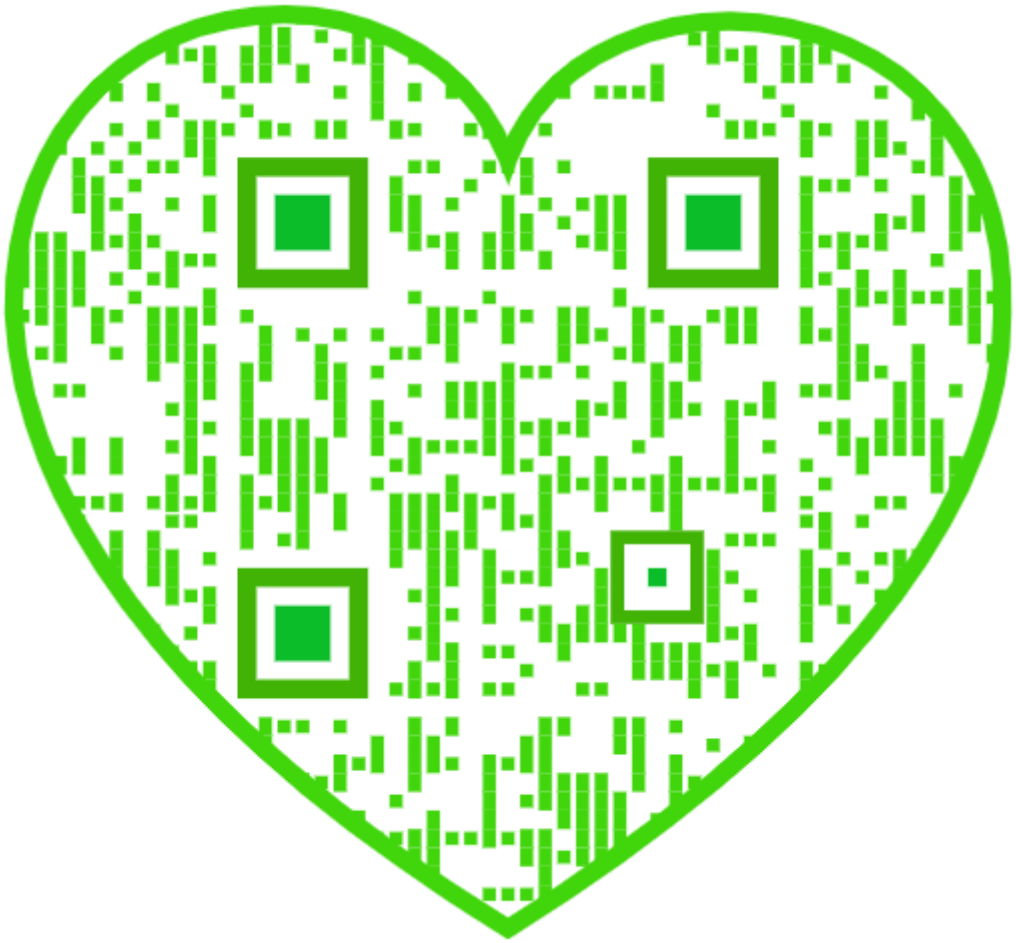
A FIRST GUIDE

TO

AFRIKAANS

By

C. J. Langenhoven.



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By

C. J. LANGENHOVEN

(Intended for adolescents and adults)

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To my English-speaking Colleagues,
Members of the two Houses
of the Union Parliament.

Gentlemen,

This is a small and unpretentious but, I trust, not ill-conceived attempt to make the initial steps of the way to the practical acquisition of Afrikaans easy (and even, if it may be, enjoyable) for the English-speaking South African who is, I am afraid, often deterred and discouraged, not by the nature of the task but by the method in which it is presented.

And my reason for taking the liberty of addressing this inscription to you is that I am impelled to seize this wider opportunity to express my very deep and sincere acknowledgment of the honour you did to my people, the service you rendered to your own, and the foundation of future greater goodwill and understanding you helped to lay for both, by your cordial and unanimous support of the amendment to our Constitution which made Afrikaans an official language of the Union.

Believe me

Yours very obediently,

C. J LANGENHOVEN.

Oudtshoorn,
1st January, 1926

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TO THE LEARNER

My dear fellow, or madam,—

Moenie hierdie oorslaan nie — don't skip this — as if it were a preface or an introduction. Although not so entitled, it is really the first lesson. Nou ja, luister dan — well then, listen.

There is no royal road to learning, in the scholastic sense. But as a child you found a really royal road to your mother-tongue, and by it you reached your destination surely and easily. But you travelled that road yourself. Luister nou: I cannot teach you Afrikaans. But I can teach you how to learn it. This little book is not a pram but a guide.

If you follow its guidance with moderate intelligence and reasonable diligence you will know more Afrikaans in six weeks' time than I knew Latin after six years, even if your brow be no higher and your upper lip no stiffer than mine. Of course I do not mean that you will then know the language — I do not myself know it yet after half a century of daily use. But it will no longer repel you by a strange and sinister aspect. Its countenance will beam on you as that of an amiable acquaintance. The constantly recurring simple words and phrases that make up ninety per cent. of the speech of daily intercourse will be familiar to you. Even elaborately constructed written sentences — such as I am composing here at this moment — will not look to you like jig-saw puzzles deliberately jumbled by devilish

ingenuity in order to perplex you En voor jou uit — before you out, in front of you — inviting further advance through a sweet and homely countryside, will stretch a plain and open road.

But, I must repeat, it is your journey. On yourself must depend whether you fare well or ill or at all. The road itself, how royal soever it be, will not carry you forward. It is a road on which only use and practice can advance. Indeed, practice is itself the advance. What I am endeavouring is to make that practice possible for you from the very outset by guiding you clear of pitfalls and obstacles; bracing you against initial discouragement; pointing out how you can *practically immediately* begin to listen, to speak, to read, to write; insisting that you do so wherever opportunity offers, and where it does not offer seek it, and where it flees chase it down. I am praying you to jump into the water straightway, and not to stand funkily and idiotically shivering on the dry bank trying to learn to swim by hearing lectures on hydrostatics.

You will want a fountain pen, an exercise book, a pocket dictionary, and a teacher or bilingual friend. And very, very soon you will want people to talk with and books to read. The books I will indicate; the people you will find for yourself.

You must not, if you please, take this little book for more than it professes to be. It will not qualify you for advanced examination tests nor for professional demands. But it will not spoil you for such further study as you may desire to prosecute by way of the ordinary

scholastic text-books or courses. Indeed, this rudimentary preparation will expedite further progress; no rule or principle, exception or anomaly, will after this be quite strange or inapprehensible to you. What is to come will fit on naturally and neatly to what is there already. There will be nothing to unlearn. I have certainly not proposed to myself to waste my time or yours by teaching you nothing better than a superficial smattering. I have aimed at assisting you to lay a foundation that shall be simple enough for a cottage or firm enough for a palace, whichever you may choose to build.

The ordinary grammar textbook — the irreproachable scholastic product — is as dry as a Karroo river and as dismal as a Russian novel. That is one of its many excellencies I have taken no excessive pains to emulate. I believe that a bright task makes a cheerful and willing worker.

En nou, my vriend — and now, my friend — the bugbear of bilingualism is a mere bogey. But if you do not tackle him with determination he will become a hugbear and squeeze you out. For the unilingual man, the half deaf-mute, there is ceasing to be room in any walk of South African life, whether public or private; political, professional, commercial, financial, industrial; intellectual, cultural or social. In enforcing bilingualism throughout its services the State is merely copying the demands which the general environment imposes on all of us at every turn with a compulsion more inevitable than that of any formal authority. But the unfortunate

youth or adult who had not the advantages of a school in which to learn the second language nor of a neighbourhood in which to pick it up outside, has my sympathy. And if it is not ungracious to remind him of the service, he has already had more than my mere sympathy. I may claim that I have done my share towards getting what was formerly the utter impossibility of his task removed by ridding the country of a dead incubus and incidentally submitting to the English-speaking man, woman or child a living speech that is as simple and rational as his own.

My vriend van alle harte wil ek jou help. Ek wens ek kon jou in een week Afrikaans leer! Maar ek het my beste gedoen: doen jy jou beste. Mag jy pure voorspoed en geluk hê op jou nuwe koninklike pad — may you pure fore-speed and luck have on your new kingly path!

C.J.L.

Oudtshoorn,
Nuwejaarsdag, 1926.

A FIRST GUIDE TO AFRIKAANS

LESSON I

HOW TO APPROACH THE SPELLING

Before we commence our task, let us consider very briefly what that task involves. Without burdening ourselves with elaborate technicalities, we may say that we shall want to learn—

FIRST, the various sounds and how to imitate them with our own vocal organs: that is to say, the PRONUNCIATION; and how they are represented in the written form: that is to say the SPELLING;

SECONDLY, the words that make up the language, and their meanings: that is to say the VOCABULARY;

THIRD, how these words are used, the changes they undergo in different connections, and how they are put together to express thoughts in the form of sentences: that is to say, the GRAMMAR.

For the first part of your task I must necessarily refer you to other assistance than mine. I need hardly remind you that a language is, essentially, not a written thing but a spoken thing, the written or printed form being merely a representation of it by means of signs or symbols, called letters, which carry conventional sound values. I could in a sort of way indicate Afrikaans sounds here by various

devices, but that would be troublesome, artificial and, at best, only approximative. You must get a living Afrikaans voice. If you can employ an expert teacher with whom to read these lessons then, of course, so much the better. If he is unprocurable you will want, at the least, some Afrikaans-speaker who is moderately literate and bilingual.

As to the spelling, Afrikaans, very unlike English, is practically phonetic, so that it may almost be said that once you know the sound of a word you can write it, and once you see a written or printed word you can pronounce it. This, I say, is almost the case. But not quite. We have a few irregularities. For instance, the Afrikaans vowel-sound that corresponds with the English AI in MAID is represented both by EI and by Y. Thus WYN is pronounced much like the English VAIN; and MEISIE like the English MAISIE. When it is Y and when it is EI must be learnt by practice.

Again, our F and V have the same sound—that of the English F. When to use which had also better be learnt by practice, except that you will find the V generally at the beginning and the F invariably at the end of a syllable.

Once more, our final D is pronounced T. Thus HOND is pronounced HONT. But having the D here helps you te know at once that the plural is HONDE and not HONTE.

All these things your teacher or friend will point out to you as you repeatedly come across instances of them. And don't let them frighten you. While you are learning other things you will pick these up incidentally.

In regard to the spelling there is one point I beg to make clear to you, and that is, the device adopted to indicate short sounds or long sounds. Your own English has a number of arbitrary devices. Thus the short A in MAD is lengthened in MAID, in MADE, and in MAY. Instead of such a multiplicity, Afrikaans has only one consistent and regular contrivance, and you will grasp it without the least difficulty if you remember that it is invariably the same as occurs occasionally in English. Consider the words: MAN, MANNER and MAKER. In MAN the vowel A is short. In MANNER it is kept short by doubling the consonant N. In MAKER the A is left as it was but remains long by leaving the consonant K single. So RUM, RUMMER, and RUMOUR; HAT, HATTER and HATER. What would you do to lengthen the vowel if there is no additional syllable? The obvious way would be to double it: HATE would be written HAAT; ROPE would be written ROOP. This is not done in English. It is done in Afrikaans; and, adding this to the former, you have the statement of the whole case. All that we require further is a little elaboration and illustration.

For the Afrikaans compound vowels or diphthongs, AAI, EI, EU, EEU, IE, OU, OOI, UI, OE, AI, OI, OEI, no lengthening or shortening contrivance is necessary or, indeed, possible. They are always long. It is with the single vowels, A, E, O and U, that we are concerned. (The simple I is lengthened into IE and then follows the rule, or rather no-rule, of the diphthongs.) The A, E, O and U are either short or long. AND THE RULE IS THAT IN A CLOSED SYLLABLE, THEY ARE SHORT IF

SINGLE, LONG IF DOUBLE. IN AN OPEN SYLLABLE, THEY ARE ALWAYS SINGLE AND ALWAYS LONG. (As you will see, the reference here is to significant syllables.)

Let us try to explain and exemplify these terms. But, first, you will remember, of course, that every syllable is not necessarily important. Our rule applies only to words of one syllable, or to the accented syllables of words of more than one syllable. And in the same word there may be a primary accent, and a secondary accent. Thus in RESPONS'IBIL"-ITY the second syllable before the last is fully accented, the second from the beginning is half-accented, the rest are unaccented. Clearly the un-accented ones are unimportant, and our rule has nothing to do with them.

In order to determine whether an accented or half-accented syllable—let us say, a significant syl-lable—is open or closed we have first to break up our polysyllabic words into monosyllables, and this can generally be done upon simple inspection. The rule, differing from the English practice, is that where two syllables are separated by a single con-sonant, the consonant is carried forward to the second syllable, the first therefore being left to end in a vowel. Where there is more than one consonant, or where the consonant is double, the break is made in between the consonants. Thus VA-DER, MOE-DER, KIN-DERS, BOE-KE, BOK-KE, EEN-VOU-DIG-HEID, RE-KEN-MEES-TER, AF-GE-BA-KEN-DE, ON-VER-TROU-BAAR-HEID. I purposely refrain from giving you the English equivalents in order to emphasize that simple

inspection of the most unknown words is sufficient for the present purpose.

(There are apparent exceptions about which you must, if you please, not make yourself concerned. I mention them merely so that they may not puzzle you when you come across them. Thus in the case of words composed, or compounded, of integral separate parts, these parts are kept unbroken. Thus VER-E-NIG and not VE-RE-NIG, the VER being an independent prefix. So LAMP-OLIE (lamp-oil) and not LAM-POLIE. I assure you these forms will present no difficulty in practice.)

Now, having grasped the very simple rule I have stated, please show that you can at once apply it by breaking the following words up into syllables. Again I am not requiring you to know what the words may mean.

Verdeel, volgende, woorde, lettergrepe, afvaardiging, onnosele, gevoelig, sleutel, beroep, verraderlik, ongeregtighede, kamer, aangename, komeet, ongehoorsame, uitgeputte, verlate, gemeensaamheid, onvergenoeglikhede, regering, verlede, geskrapte, geskraapte, verlore, bewysplase, onbeperkte, grawe, dowe, dowwe, doolhof, lepel, lappe, rape, troppe, kole, kolle, koste, trooster, luister, katte, vate, ketel, metaal, kanaal, planeet, mure, mudde, prulle, jare, weke, ure, maande, buffel, botter, god, gode, goddelik, maal, malle, beelde, stele, stelle, slote, slotte, oorbodigheid.

And now that we are left with nothing but single syllables we are in a position to apply the principle dealing with open and closed syllables. An OPEN syllable, then, is one that ends in a VOWEL; a CLOSED syllable is one that ends in a CONSO-

NANT. Again the principle is completely applicable upon simple inspection. Thus in the word ON-E-WE-RE-DIG-HEID — E, WE and RE, ending in vowels, are open syllables. The remainder are closed syllables.

Now please take the words of the previous exercise as you have them, after your operation, divided into syllables, and say in regard to each syllable whether it is open or closed.

Lastly, neglect all the syllables you have there that contain diphthongs. As we have said, those vowel-sounds are always long and their spelling undergoes no change. Further, ignore all the insignificant syllables. In pronouncing them no stress is laid on the vowel-sound and it is always short and the vowel written single, whether the syllable be open or closed. (Somehow or another you will, of course, have to get hold of the pronunciation and, knowing that, you will know which are the insignificant syllables to be ignored.)

After this elimination you are left with accented or semi-accented syllables containing the vowels A, E, O and U, and it is to these only that our principle applies. And we stated the rule to be that in a closed syllable, the A, E, O or U is short if single, long if double. Thus:

In the closed syllables:

NAT, NET, NOK, NUT, the vowels, being single, are short;

in the closed syllables:

NAAT, NEER, NOOT, NUUT, the vowels, being double, are long.

In the open syllables:

A-fri-KA, GA-we, LE-we, be-LO-ning, NU-we, the vowels are long, although single, and in such syllables they are, with a very few trifling exceptions, always written single.

(The exceptions here referred to are confined to final accented long E syllables: SEE, GEE, TWEE, ge-SMEE and the like. But intermediate long E syllables follow the rule. Thus *Te-VRE-de,* pronounced *te-VREE-de;* and *TWE-de,* pronounced *TWEE-de.*)

Now, please, once more take the list of words you have cut up into syllables and state in regard to each syllable whether the vowel is short or long and why you say it is the one or the other.

In conclusion I would just mention that this spelling principle is of especial importance in connection with the formation of the plural, which we shall deal with in a subsequent lesson. When you hear the sound of the word POT, you write it POT, following the rule. Then you hear that the plural takes E, but you don't merely add E and make it PO-TE because that would make the O-sound long and you want it kept short. Therefore you write POT-TE. You double your consonant since that is the only means you have of keeping the vowel short. That is to say, you shut the vowel up, as before, in a closed syllable. But when you form the plural of POOT, you do the converse; you cut out one vowel and then add E and you have PO-TE, which leaves your O long by virtue of the open syllable.

Now form the plurals of the following nouns by adding E and keeping the vowels of the same value as before :

mot, slot, sloot, boom, aas, oor, bom, boom, skaap, lat, vertrek, hek, beer, muur, put, deel, sel, sool, pol, geut, ooi, koei, ui.

(I hope I have not caught you tripping with the diphthongs.)

LESSON II

HOW TO PICK UP THE VOCABULARY

Throughout our study we shall go on hearing words pronounced, pronouncing them ourselves, seeing how they are spelt, spelling them ourselves. Besides that, you have a living person and not merely a dead book to assist you with the vocal part. So far as my assistance is concerned, therefore, I may consider the matter of SPELLING and PRONUNCIATION disposed of. There remain the two other parts, the VOCABULARY and the GRAMMAR.

As regards the GRAMMAR, let me congratulate you that the other—the second, if you like—official language of the Union is not German and no longer Iligh Dutch. The structure of Afrikaans is even simpler than that of English—the second simplest and most rational speech of civilised men. But, of course, grammar deals merely with the various changes of form which the same word assumes with change of meaning or in different relations. Whether the grammar is difficult, as in German, or easy, as in English, the words have to be memorised. To this end, as to the other ends we have in view, there is only one efficient means and that is practice, *practice,* PRACTICE, by ear, eye, tongue and pen. By exercise and practice, which is the natural method followed by every infant, the memory stores itself unconsciously and without effort, through the operation of repetition and association. But being in somewhat of a hurry, and not being able to resume

the personal and environmental conditions of infancy, you want to invoke as many aids to the processes of memory storage as possible.

A language contains, of course, very many words, tens of thousands of them. But English and Afrikaans are closely related so far as the Anglo-Saxon element of English is concerned, and for this reason a large number of words are easily remembered on account of their family likeness. Secondly, Afrikaans is a pure language with very little foreign adulteration, so that the words are related *inter se* and the memory associates them into groups.

And, generally, for the purpose of ordinary daily intercourse one does not really need a large vocabulary. Even for business purposes one soon masters the special group of words that denote the things and services of the particular calling. In written language there is necessarily a wider vocabulary. But one soon sees the writer's drift, if he has any; and when once the structure of the sentences is familiar and most of the words, being frequently recurrent, are known, it will usually be found that the unknown ones make themselves known by their company. Now and then it will be necessary to consult your pocket dictionary.

Well, let us make a start without more ado. But, before you enter upon your first reading-lesson, please allow me to suggest how you ought to proceed to turn it into an exercise and get the utmost value out of it. Read it half-a-dozen times out loud, so that the eye and ear and mouth may all coöperate, thereby tripling the forces of association. Then write out the passage in English; and shutting this book,

translate your English back into my Afrikaans as you remember it, taking careful pains. Then refer to the book and correct your errors, paying special attention to them so as to save the trouble of repeating the same errors in future. AND ADOPT THIS PROCEDURE WITH EVERY SUCCEEDING READING OR WRITING EXERCISE AND WITH EXERCISES YOU SET YOURSELF, USING PASSAGES FROM BOOKS AND NEWSPAPERS.

In this first reading-lesson I have put the English underneath. But I am almost sure you could have done without it altogether. Do you see what near relatives the two languages are?

Ek sit en skryf in my kamer. Op die
I sit and write in my chamber. Up(-on) the
tafel voor my staan 'n blom-pot. Daarin is
table before me stands a bloom-pot. Therein is
'n wit roos en groen blare. Verder het ek
a white rose and green blades. Further have I
op my tafel 'n koppie tee en 'n glaas pot
up(-on) my table a cuppie tea and a glass pot
met suiker daarin; en papier en 'n pen en ink
with sugar therein; and paper and a pen and ink
om mee te skryf. My hand hou die pen en
(for) with to write. My hand holds the pen and
my oog is op my werk. Ek moet dink wat ek
my eye is on my work. I must think what I
doen want ek leer nou 'n nuwe taal. Ek leer
do for I learn now a new language. I learn

Afrikaans. Ek sien met my oog en ek hoor
Afrikaans. I see with my eye and I hear
met my oor en ek skryf met my hand en ek
with my ear and I write with my hand and I
dink met my brein. So doen ek my werk, so
think with my brain. So do I my work, so
leer ek Afrikaans; en dit is nie harde werk nie.
learn I Afrikaans; and it is not hard work not.

We have a great many more words to learn; and I could give you lists to memorise, but that would be silly. Then I might as well refer you to your dictionary and wash my hands of you. But there are numbers of words so easily remembered that one glance at a list is enough for its mastery. The following, for instance:

hand — hand
duim — thumb
vinger — finger
arm — arm
elmboog — elbow
skouer — shoulder
nek — neck
oog — eye
oor — ear
ha-re — hair
lip — lip
tong — tongue
baard — beard
kin — chin
neus — nose
brein — brain
hart — heart

stoel — chair (think of *stool*)
boek — book
boekrak — book-case (think of *rack*)
gordyn — curtain
bed — bed
dag — day
nag — night
lig — light
donker — dark
skoen — shoe
sool — sole
lamp — lamp
deur — door
knop — knob
paneel — panel

longe — lungs
lewer — liver
bloed — blood
pols — pulse
voet — foot
hoed — hat
sokkie — sock
vloer — floor
plank — plank (board)

glas — glass
klok — clock
sofa — sofa
kussing — cushion (or pillow)
son — sun
maan — moon
ster — star
skaduwee — shadow

These words are so obvious that I suppose after reading through the list once you will on seeing the Afrikaans word remember the English. Try — what is *son, dag, gordyn, deur, neus, voet, skouer*? See? Of course, it will take a little longer to give the Afrikaans from the English.

But although there are many such similar words, there are many more that are unlike in the two languages. For those others we require another form of association. "Association", by the way, is the name given to the law or principle by which we remember anything whatever. It means companionship, fellowship. Thus, if a dog has once bitten you, you will in future, when seeing the dog, or thinking of him, remember the bite. So we remember words by remembering the things they denote; so you remember the dog's name as well as his bite. Or we remember words by remembering their associates or companions. And therefore the vocabulary of a new language is best remembered by meeting the new words in company with old words; that is, in the word-groups of which sentences consist.

But to form sentences it is not enough to have the names of things; we must also have names of actions.

John book means nothing. *John reads a book* makes sense. In other words, we want verbs as well as nouns. Please, therefore, look at the following groups:

I am — ek is
thou art — jy is
he is — hy is
we are — ons is
you are — julle is
they are — hulle is

You have already noticed for yourself, without my telling you, that while the English has the forms *am, art, is* and *are,* the Afrikaans has only the one form *is.*

What is: *I learn Afrikaans* in Afrikaans? You know; we had it a moment ago in our reading exercise: *Ek leer Afrikaans.* So you can now form this group for yourself:

Ek leer Afrikaans
Jy leer Afrikaans
Hy leer Afrikaans
Ons leer Afrikaans
Julle leer Afrikaans
Hulle leer Afrikaans

Remember that *jy* is *you, one person; julle* is *you people.*

Can you put this in Afrikaans?—

He has a rose on the table in the room.

Yes, you can. In your reading exercise you had: *Ek het*, meaning *I have*. Knowing that, you know the rest. You can give me the lot:

Ek het 'n roos
jy het 'n roos
hy het 'n roos
ons het 'n roos
julle het 'n roos
hulle het 'n roos

Therefore the Afrikaans is, of course:

Hy het 'n roos op die tafel in die kamer.

Now please translate the following—and don't correct my crooked English; see that your Afrikaans is straight:

My daughters (dogters) drink tea. I have a crooked (krom) nose. My wife (vrou) has a sharp (skerp) tongue. My son has a pen and ink and paper. With the pen writes he on the white paper. He sees the rose in the flower-pot on the table. He thinks not on (aan) the rose not; he thinks on his lesson (les). For (want) he learns Afrikaans. We all (ons almal) learn Afrikaans. We have our eyes and our brain and our heart on our work. My son is English (Engels). I and he are both (albei) English. We both learn Afrikaans and we both think what we do. Therefore (daarom) learn we so quick (gou). We learn so quick as the wind but not so quick as the lightning (weather-light—weer-lig) not. Let (laat) us slow go (stadig gaan); so that (sodat) we see (sien) where (waar) we go. The path (pad) is good (goed) and not too heavy (swaar) not.

LESSON III

SOME MORE VOCABULARY

In the previous lesson we learnt a number of names of things, that is, Nouns. We also had a few Verbs, that is, names of actions. We want more of both. And first, more Verbs.

Now, as in the case of the Nouns, let us take some of the Verbs that are easily remembered on account of their family resemblance to the English :

Ek hoor — I hear
ek sien — I see
ek lag — I laugh
ek gaap — I yawn
(think of *gape*)
ek slaap — I sleep
ek sing — I sing
ek eet — I eat
ek drink — I drink
ek dink — I think
ek doen — I do
ek kom — I come

ek skyn — I shine
ek val — I fall
ek huil — I cry (think of *howl*)
ek staan — I stand
ek lê — I lie (*down*)
ek lieg — I (*tell a*) *lie*
ek skree — I scream
ek sug — I sigh
ek maak — I make
ek gaan — I go
ek spring — I jump
(think of *spring*)

By the way, did you notice that sigh — *Ek sug, I sigh*? The G has become silent in English but in Afrikaans we still pronounce it. Similarly we have : *laugh — lag; dough — deeg; trough — trog; enough — genoeg; day — dag; night — nag; right — reg; light — lig,* and many others. Please notice them as you come across them; it will help you to remember.

After all this you will be able to read a piece of Afrikaans at first sight. Guess the words we have not had yet — I am quite confident that you will guess correctly :

Ek sit in my kamer. Ek leer nie meer nie (no more). Ek rus nou van my werk. Ek kyk deur die venster (window); ek sien 'n boom. Die boom staan voor my venster. Die boom is groen. Die son skyn op die boom en die wind waai deur die blare. Verder sien ek die blom-tuin (bloom-garden, flower-garden), en daar is die straat. Daar is mense in die straat; 'n kind, en 'n màn, en 'n vrou, en 'n hond, en 'n moterkar. Die moterkar het 'n toeter. Die moter-man blaas op die toeter. Die vrou hoor die toeter. Die kind skree. Die kind val. Die vrou skree. Die son skyn, die wind waai, die blom-tuin lag, die vrou sug. Ek spring uit by die deur. Daar kom meer mense. Die straat is vol mense. Ek vergeet my Afrikaans. Ek sug. Die kind leef nie meer nie. Die kind is dood. My hart is seer. Ek lig die kind op met my twee hande; ek gee die vrou die kind. Sy hou die kind in haar arms. Daar kom 'n dokter. Hy voel met sy hand die kind se ('s) pols. Hy voel oor die kind se bors. "Die kind leef", sê hy. "Die kind is nie dood nie. Bring vir my water." Ek gaan water haal (fetch) in my huis. Ek bring water in 'n glas. Ek gee die dokter die water. Hy sprinkel water in die kind se gesig (face). Die kind se oë (eyes) gaan ope. Die kind sug. Die moeder vou haar hande. Trane kom in haar oë. In haar hart dank sy God dat haar kind leef.

Child's play, isn't it? Well, well; I must not mislead you—it won't be such very plain sailing all

the way. But talking of sailing, here is another easy passage for you to read at sight without assistance :

Die skip seil oor die groot oseaan. Dit is 'n seilskip. Hy seil nie met stoom nie; die wind waai hom oor die see. Die kaptein is op die brug; die offisierE (—s) doen hulle (their) werk. Die passasiers loop (walk) rond op die dek. Die son skyn, die wind waai lig, die see is kalm. Waar kom die skip vandaan (from)? Van Engeland. Waarheen (whither) seil die skip? Na Suid-Afrika. Wat is aan boord van die skip? Passasiers. Wat meer? Masjienerie. Goud en diamantE (—s)? Nee. Goud en diamante kom nie daarvandaan hierheen nie; hulle gaan hiervandaan daarheen.

And now let us take a longer and slightly more difficult passage. Guess to the utmost extent possible; in the last resort, consult your dictionary. But I imagine I have put sufficient English meanings in brackets to save you the trouble of outside research.

Ek noem (name, call) my vader pa en my moeder ma. My pa is 'n boer. Hy het 'n plaas (place, farm). Hy boer met (farms with) volstruisE (fowl-ostrichES) en beestE (beastS, cattle) en skapE en bokkE (buckS, goatS) en eselS (assES) en muilE. Verder het hy 'n wingerd (wine-yard, vineyard) en vrugte-bomE (boom, bomE). En hy ploeg en hy saai koring en mielieS en bonE. Die plaas het goeie water.

My ma het hennE en hanE (cocks) en kuikenS. Die henne lê eierS en hulle broei daarop tot (until) die kuikenS uitkom. Maar somtyds (tyd=time) eet my pa en my ma die eiers en dan kan die hennE nie kuikens uit-broei nie (never mind this *nie*). *Maar my ma werk in die huis ook (also). Haar dog-*

terS help haar. Haar dogters is my susterS. Ek is hulle broer. Ek is 'n seun van my pa en my ma. Hulle het 3 seuns en 5 dogters. Daar is 'n tante (tANTe) in ons huis. Ek het meer tanteS. My een tante is siek. 2 van my tantes is dood.

Gister was die son baie (much, very) warm. Vandag (to-day) is dit koud. Ek wens (wish) dit wil reën. Die reën is goed vir die plaas. As dit reën (if it rains) word (becomes) die rivier vol. Dan lei (leads) my pa die water op die landE waar die koring staan, en die koring groei mooi (nicely) en my pa en my ma en ek en die ander kinders het brood. Ons eet brood en vleis (flesh, meat) en mielieS en groente (greens, lit. "greenth") en vrugte AppelS en perE. Ons drink water en melk en koffie en tee en wyn en bier. Nie baie nie (never mind this *nie*). *Ook nie te min (too little) nie* (never mind this *nie*). *Wyn is nie goed vir kinders nie. Is dit goed vir ou mensE (old people)? Pa maak wyn van die vrugtE van die wingerd. Ons noem die vrugtE van die wingerd druiwE. Druiwe is 'n baie lekker (nice) soort vrugte—gesond (sound, healthy) ook.*

'n Boer is op 'n plaas. 'n Boer is nie op 'n dorp (thorp, village) nie. Op 'n dorp is 'n predikant en 'n winkelier (storekeeper) en 'n magistraat en 'n konstabel en 'n kantienman en 'n hotelman en 'n klerEmaker (clothes-) en 'n smid en 'n wa-maker (WAgon-) en 'n skoen-maker.

Wie se (who-se) winkel is dit hierdie (is it this, is this)? Meneer Smit se ('s) winkel. Meneer Smit is nie 'n smid nie; hy is 'n winkelier. Hy verkoop klerE en koffie en suiker en medisynE. Sy (his) linne kos 2 sjielings die jaart. Sy linne is te duur. Maar ons moet klerE hê. Ons kan nie sonder (with-

out) klerE wees (be) nie. Asseblief (please) gee my 5 pond koffie. Wat kos dit? 7 pennies die pond? Die koffie is te duur. Ek sal water drink. So gou as (as soon as) dit reën. Maar ek het baie dors (thirst). Ek het honger ook.

Waarmee ry 'n mens (where-with rides one)? Met 'n kar of (or) 'n wa of 'n trein of 'n moter of 'n pêrd of 'n esel. Of 'n mens vlieg deur die lug (air) in 'n vliegmasjien. Of 'n mens vaar (fares, voyages) met 'n skip oor die see. Die see is baie groot en baie diep. Kan jy swem?

Ons het vandag genoeg geleer (learnt). Ek meen genoeg vir een dag. More is weer (again) 'n dag. My meester werk te hard met my. Meester, asseblief, moenie (don't). Dankie, meester. Baie dankie.

Hoe gaan dit? Goed, dankie. Maar my kop is seer van baie leer. Ek wens daar was maar een taal op aarde, net (only) Engels. Waarom (why) leer al die mense nie Engels nie? Dan sou ek nie hoef te (I should not need to) leer nie.

LESSON IV

INTRODUCTION TO THE VERB

And now for our first dose of Grammar. I have reason to anticipate that you will swallow it without serious distress either in the process or in the effect.

In practically all the important foreign languages, the Verb is the most troublesome part of speech. In Latin, the English : *I love, thou lovest, he loves, we love, you love, they love,* becomes *amo, amas, amat, amamus, amatis, amant.* And that is only the first step. The French language you could learn in a month if it weren't for the verbs. In English the forms are very much fewer and simpler. In Afrikaans they are fewer and simpler still. We have already had the form that is used to express what is being done at the present moment—what is called in Grammar the Present Tense. For the sake of completeness, let us repeat it :

PRESENT TENSE

Ek leer	*Ons leer*
Jy leer	*Julle leer*
Hy leer	*Hulle leer*

NOTE. The English has another form, for the present and other tenses, to express continuing action : *I am learning.* In Afrikaans we express this either by the simple, ordinary form : *ek leer;* or if emphasis has to be placed on the continuity, by such periphrases as : *ek is aan 't leer, I am on the learn:*

or *ek is besig om te leer, I am busy (for) to learn.* Please do not worry about this at all; it will give you no trouble.

Instead of happening at the present moment, an action may have taken place in the past, or may be expected to take place in the future. In English you have the three past tenses: the Imperfect: *I learnt* (which simply indicates the past by itself); the Perfect: *I have learnt* (which connects the past with the present); and the Pluperfect: *I had learnt* (which indicates a past further back than some given past that is being referred to). In Afrikaans we have one form only, corresponding with the English Perfect: *ek het geleer.* In addition to this, the present is, especially for narrative purposes, used for the past, which has the merit of lending great vividness and reality to a narration. The time is indicated by the context, by adverbs and conjunctions of time, and so on. All this you will gather as you proceed on your way. Meanwhile we are dealing with the verbal forms; and the one past form is what we shall call simply

THE PAST TENSE

Ek het geleer — I have learnt

Ek het geleer	*Ons het geleer*
Jy het geleer	*Julle het geleer*
Hy het geleer	*Hulle het geleer*

For the present I am asking you to remember the two forms of the verb only: *leer* and *geleer.* Indeed, you could get through a long Afrikaans life with no more than these two. There is a present participle, *lerende—learning,* which you need not trouble about.

But I ought to tell you that there are verbs which do without even this penurious *ge*. Thus *gesels* already has a *ge* as part of itself: *ek gesels—I converse*. If you added another *ge* it would become *ek het gegesels*. Well, you mustn't. It is *ek het gesels*. So there is *ek het gebruik—I have used*. And there are a few other verbs containing an integral *ge*.

But not only is the *ge* omitted before another *ge;* it is likewise omitted before certain other prefixes. The most common of these prefixes are—I repeat the *ge*-one for completeness:

BE, ER, GE, HER, ONT and VER.

I am not asking you to memorise many things, but may I request that you remember these six fragments of words? Let us illustrate them:

Ek het BEgeer, instead of *Ek het ge-BEgeer, — I have desired.*

Ek het BEloof — I have promised
Ek het ERken — I have admitted
Ek het ERvaar — I have experienced
Ek het GEsels — I have conversed
Ek het GEniet — I have enjoyed
Ek het HERinner — I have reminded
Ek het HERstel — I have repaired, recovered
Ek het ONThou — I have remembered
Ek het ONTvang — I have received
Ek het VERgaan — I have perished
Ek het VERstaan — I have understood

And NOT: *ek het geBEgeer, geErken, geGEniet, geHERstel, geONThou, geVERstaan.*

(I am putting this paragraph in brackets because I do not want you to worry about it at all. There is a very limited class of verbs, known as inseparable

verbs to contrast them with a very large class, known as separable verbs; and the former also do not take the *ge*. Please remind me, when in a future lesson, near the end of our course, we get to the separable verbs, to tell you about the few inseparable ones that do not take the *ge*.)

And after this we may as well set out at once

THE FUTURE TENSE

Ek sal leer — I shall or *will learn*

Ek sal leer	*Ons sal leer*
Jy sal leer	*Julle sal leer*
Hy sal leer	*Hulle sal leer*

But here I must ask your VERY SPECIAL ATTENTION to a necessary caution. NEVER say *Ek* WIL *leer* for *I will learn* or *I shall learn*. Always say: *ek* SAL *leer*. *Ek* WIL *leer* means something else; it means *I* WANT TO *learn*.

And there is one other point that has nothing to do with the form of the Verb but has to do with its position in the sentence. We shall deal with the sequence of words in the following lesson. But it is necessary to become acquainted with one particular sequence here in order to enable us to use these tenses in the sentences for illustration and exercise that we shall have to frame directly. Study the following carefully:

Ek leer Afrikaans — I learn Afrikaans
Ek het Afrikaans geleer — I have learnt Afrikaans
Ek sal Afrikaans leer — I shall (or *will*) *learn Afrikaans.*

So : *My seun het die hond geslaan — my son has beaten the dog. My dogter sal more kom — my daughter will come to-morrow.*

To state it roughly, *where the Verb is in two parts, one the auxiliary (het* or *sal) and the other the principal verb, the principal part is put at the end of the sentence.* (Do not take this rule as absolute, but do not let the fear of modifications disturb you. We shall do our journey in easy stages and take the *obstacles one at a time.*)

Now translate into English :

Ek het gister (guess this word) *in my kamer gesit. Ek het Afrikaans geleer. Ek sal eendag* (guess) *'n Afrikaanse boek skryf. Die vader het die kind geslaan en die kind het geskree en die moeder het gesug. Die son sal op my blom-tuin skyn en ek sal deur my venster kyk. Daar kom 'n man aan; ek wil* (REMEMBER THE CAUTION) *hom sien; ek sal wag* (guess).

Translate into English and back, following the same method as directed before :

Ek het die hond gesien. Hy het geblaf (guess). *Ek het hom gehoor blaf. Hy was agter 'n kat. Dit was 'n rooi hond en 'n swart kat. Die kat het op die tafel gespring en met sy voet in die inkpot getrap* (guess) *en my wit papier vol swart vlekke (blots;* tell you this time) *gemaak. Nou moet ek my werk oorskryf. Ek sal die kat slaan, die hond ook* (guess). *Wag, die kat sal slaap, dan* (guess) *sal ek hom vang* (catch) *en hom slaan. My ma sal my slaan en die hond sal my byt.*

Ek hoor die wind in die bome waai. Ek dink dit sal more reën. Dan sal die rivier vol word (full

become) en daar sal water wees (be) en ek sal die water in my tuin en op my lande lei. Wanneer (when) die reën oor is, sal die son weer (again) skyn en ons sal almal vrolik (merry, think of *frolicsome) wees. Daar sal baie blomme in my tuin wees.*

Ek het geslaap en gedroom. Die nag was nie stil nie. 'n Kat het geskree en twee honde het geblaf en ek het wakker geword (awake become). En ek het nie weer geslaap voor die more-lig by my kamer-venster in-geskyn het nie. Die son het op-gekom en die dou-druppels het soos (like) diamante in die gras geskitter (sparkle), en die blommetjies (flowerets) het gelag. En my hart het lekker gevoel, en ek het die kat en die twee honde ge-vergeet..... is this correct? No, no..... *ek het die kat en die twee honde vergeet. Die wereld was so mooi (beautiful) en die son-skyn so heerlik (glorious) en die lug so soet en fris. Kan ons die liewe (dear) God ooit (ever) genoeg dank vir wat Hy vir ons doen? Kan ons Hom betaal?*

We have stated that Afrikaans verbs have no tense-form corresponding to the English imperfect. We say *I go,* and we say *I have gone* but we do not say *I went.* And on this you have, no doubt, already congratulated yourself. There are, as throughout Afrikaans, so few forms to learn. You need not waste a year over the grammar before you can begin to think of learning to say something.

But there are exceptions—a very, very few. I recall two principal verbs only that have retained the imperfect. Here they are :

Ek weet — I know; ek wis — I knew
Ek dink — I think; ek dog — I thought

The other forms are :

Ek het geweet
Ek het gedink or

Ek het gedog (with a shade of difference in the meaning).

And then the auxiliaries have retained the imperfect :

Ek is, ek was, ek sal wees, ek IS gewees — I am, I was, I shall be, I HAVE been.

Notice the IS GEWEES which ought to be HET GEWEES.

And there is here a *pluperfect !—*Ek WAS gewees — I HAD been.*

Then we have

Ek kan, ek kon —
I can, I could
Ek sal, ek sou —
I shall (or *will*), *I should* (or *would*)
Ek wil, ek wou —
I WANT TO, I WANTED TO
Ek moet, ek moes —
I must, I must (had to)
Ek het, ek had, ek sal hê —
I have, I had, I will have

There is one other form, or rather (for the form is not different) one other construction we might as

* Permit me one footnote in the whole book. There is a regular pluperfect in the passive voice: *Ek was gevra,* or *Ek was gevra geword* — I had been asked.

well glance at. I mean the Infinitive. Consider these sentences:

I shall BE near you
I wish TO BE near you
I have come (FOR) TO BE near you

And now compare

Ek sal naby jou WEES
Ek begint naby jou TE WEES
Ek het lus (desire) OM naby jou te WEES

Now this BE or WEES is, in Afrikaans as in English, a separate form. You say

I AM, but *I shall BE;*

We say

Ek IS, but *Ek sal WEES.*

And it was for that reason that I picked on this peculiar verb. All other verbs, in Afrikaans as in English, have one and the same form for the two purposes:

Ek KOM and *Ek sal KOM*—
I COME and *I shall COME.*

But the BE and WEES have shown us the difference in function.

After this, please refer back to the three English examples. You have —

After the auxiliary, simply BE;
After wish, TO BE;

After come, with a purpose, the old form FOR TO BE.

I have resurrected this FOR because it was the nearest I could get to an equivalent for the Afri-

kaans OM. Only the OM is not confined to expressions of purpose.

And now, refer back, if you please, to the three Afrikaans examples. You notice that the auxiliary takes WEES only, without any "sign", just like the English. The verb *BEGINT* has the one sign TE. Other verbs have the two signs OM...TE.

Like the auxiliaries, DURF (DARE) takes no sign :

Ek durf nie KOM nie —
I dare not COME.

Like BEGINT, the verb HOEF (NEED) takes the one sign TE :

Ek begint vandag in my tuin TE WERK.
Ek hoef nie vandag in my tuin TE WERK nie.
All other verbs take the two signs, OM . . . TE.
Please scrutinise this sentence very attentively :
I have come TO STAY in the house —
Ek het gekom OM in die huis TE BLY.
You notice three peculiarities :

First, the verb stands at the end, as in the case of a principal verb with an auxiliary : *Ek sal vandag in die huis BLY.*

Secondly, the one sign of the infinitive, the TE, immediately precedes the verb as the TO does in English. We absolutely NEVER split our infinitives HERE—between the TE and the verb.

Third—and this is the most important point—we do split, INVARIABLY if there is anything to wedge in, between the OM and the TE. The OM comes right in front of the whole phrase with which the verb has to do. It so to say gives notice before-

hand that an infinitive is coming. And then, after putting in whatever objects and extensions there may be, we round off the phrase with TE and the verb at the end. You will find in practice that for expressiveness and logical coherence this construction is an extremely effective device. But this is no treatise on style.

Note. You will find, among the weaker Afrikaans writers, especially those who perpetrate journalistic jargon, that the OM is sometimes omitted where our rule requires it to be used. Please do not follow this evil example which is a sort of would-be High Dutch and German snobbery.

The above is not the complete conjugation of the verb. But we do not want to delay on our way while we study infrequent forms. There is, for instance, the Passive Voice. Instead of saying: *The dog bites the cat,* we may say: *The cat is bitten by the dog.* I will not trouble you with this at so early a stage, except to point out one or two things to save confusion when you come across the use of the Passive outside these lessons.

Look at the following :
Hy word deur die hond gebyt —
He is bitten by the dog.
Hy is deur die hond gebyt —
He has been, or was, bitten by the dog.
Hy sal deur die hond gebyt word —
He will be bitten by the dog.

You notice that in English the auxiliary verb TO BE is used to make the passive; in Afrikaans the auxiliary WORD. Further, English uses the preposition BY; we use the preposition DEUR. And lastly, compare the tenses carefully:

Hy WORD gebyt — He IS bitten.
Hy IS gebyt — He WAS bitten or, *he HAS BEEN bitten.*

This last may also be èxpressed by :

Hy is gebyt GEWORD.
So you have
Hy sal gebyt word,

and, if you will remember our solitary footnote, there is a pluperfect :

Hy WAS gebyt, or
Hy WAS gebyt GEWORD —
He HAD BEEN bitten.

Before we go on to the reading-lesson to practice the theory we have been learning, there are a few constantly recurring idioms which we shall have to notice sooner or later and may as well notice sooner.

Mr. Punch's futile advice to those about to marry is MOENIE. This MOENIE is a contraction of MOET NIE — MUST NOT. Hence there is no infinitive sign, the MOE being an auxiliary. Therefore

MOENIE trou nie —
DO NOT marry.

But one finds that the parties will not be advised; their inclination towards the disastrous step is too strong. Inclination or desire is in Afrikaans *inter alia,* LUS.

I feel inclined to marry
I have desire to marry —
Ek het LUS OM TE trou.

And — if I have desire to specify —

Ek het LUS OM / so gou as moontlik met Miemie/ TE trou.

A very similar state of feeling is expressed by the Afrikaans adverb GRAAG. There is no English equivalent; GLADLY is near the meaning.

Ek wil graag trou —
I want — gladly or *badly, very much — to marry.*
Ek sal graag wil trou —
I should like to marry.

Ek wil nie graag die naam dra dat ek vir geld getrou het nie —

(I want not gladly the name to bear —) I should not like to have the name that I married for money.

And now for our reading-lesson, if you please. By the way, have you noticed that I abstain from giving you English exercises for translation into Afrikaans, except your own re-translation which was enjoined for all exercises? I do so advisedly. You must accustom yourself from the first to think in Afrikaans at once, and not to think through English into Afrikaans.

Ek wil (Beware!) *Afrikaans leer. En ek sal Afrikaans leer. Ek het lus om dit te leer. Daar is genoeg om te leer. Daar sal genoeg wees om te leer. Dit sal nie swaar (hard) wees om Afrikaans te leer nie.*

My seun het gister gekom om by ons te kuier (visit). Ek verwag (expect) dat my dogter Vrydag hier sal wees om met haar kinders 'n week of drie by ons te kuier. Solank as hulle hier by ons bly (stay, remain) sal ek die kinders leer om pêrd te ry. (LEER means both LEARN and TEACH). *Ek*

het 'n mak (tame) pêrd. Ek het ook twee kwaai (vicious) perdE. Ek sal nie die kinders op die kwaai pêrde laat ry nie. 'n Mens (MENS is HUMAN BEING, *man, woman* or *child.* " *'n Mens*" is often used for "*one*"). *'n Mens moenie eers (first) 'n kwaai pêrd leer ry nie; jy moet eers leer om op 'n mak pêrd te ry en dan kan jy die kwaai pêrd op-klim (climb up, mount). Op dieselfde (the same) manier leer ek jou eers die maklike (easy) Afrikaans; dan kan jy later self die swaar Afrikaans leer.*

Ek ry nie graag (don't like to) pêrd nie. Ek ry graag kar. Of (or) ek loop liewer (dearer, lief-er, rather) te voet. Wil jy ry, of wil jy te voet loop? Hoe het jou seun gekom? Het hy gery of geloop? Hy het met 'n moter gekom.

Jy hoef nie vir my te sê dat ek moet begint te leer nie. Ek sal leer wanneer ek wil. Wanneer ek nie lus het om te leer nie, sal ek nie leer nie. En jy durf my nie slaan nie. Moenie dink jy is my baas nie. Ek is my eie baas; ek maak soos ek lus het.

Hierdie skildery (painting) is deur 'n groot skilder gemaak. Daar sal nie nog so een (another such) gemaak word nie. Daardie arme drommel (poor wretch) kom uit die tronk uit (uit . . . . uit — out from); hy was skuldig (guilty) gevind dat hy 'n skaap gesteel het. Maar ná (after. Remember *ná,* with a long *a,* is after; *na,* the *a* pronounced short, is *towards*) *—ná drie weke is hy los-geloat.*

LESSON V

THE SEQUENCE OF WORDS

In Afrikaans the words are not strung together in the same way to form sentences as in English. At first what looks like a stupid inversion of the natural order is rather puzzling to the student, but there is nothing haphazard about the arrangement — the sequences follow definite rules, and they soon become familiar and look just as "natural" as in English. Let us, once again, commence, like the Afrikaans child that is learning to talk, not by getting hold of rules and applying them with painstaking calculation to the cases that present themselves, but rather gather examples of all sorts of combinations, and so form the habit of unconsciously saying the right thing, or even the wrong thing, in the right way.

We begin with a form of sequence we already considered when treating of the verb.

Ek leer Afrikaans
Ek het /Afrikaans/ geleer
Ek sal /Afrikaans/ leer
Ek het / gister in die skool Afrikaans / geleer
Ek sal / more in die skool weer Afrikaans / leer.

You notice that the two parts of the verb, the auxiliary and the principal verb, grasp between them everything that the verb has to do with, so as to leave no possible room for doubt as to the extent of the action expressed by the verb. We have seen that the same thing happens with an infinitive phrase.

Only, there we do not have two verbal parts, but the two infinitive signs *om* and *te*. Thus:

Ek het lus / om te leer —
I have desire . . . . to learn

Ek het lus om /Afrikaans/ te leer.

Ek het lus om / vandag in die skool by my meester uit die klein boekie vir my plesier Afrikaans / te leer.

Except for the splitting of the verbal parts, or of the infinitive signs, there is in the examples we have had so far no inversion of sequence. Let us proceed to examples of such inversion.

Ek leer Afrikaans.
Vandag / LEER EK Afrikaans
In die skool / LEER EK Afrikaans
Met plesier / LEER EK Afrikaans

The first example commences with the subject of the verb. The three others commence with expressions of (a) time, (b) place, (c) manner. Their effect, you observe, is to bring up the verb to the front. This structural device is not unknown in English; compare:

Gold and silver / HAVE I none —
Goud en silwer / HET EK nie —
Gladly / WOULD I suffer —
Graag / SOU EK ly.

The student perceives the force lent to the English sentences by the unusual inversion. In Afrikaans this force is not an exceptional usage but the ordinary rule.

Consider the following sentences :

Wanneer ek in die skool is / leer ek Afrikaans
Waar ek 'n skool kan kry / leer ek Afrikaans
As ek plesier wil hê / leer ek Afrikaans

In these three sentences we also have preliminary expressions denoting (a) time, (b) place, (c) condition. These preliminaries are not, as before, mere words or phrases, but clauses containing their own substantive verbs. Yet the effect is exactly the same. As before, the *ek leer* becomes *leer ek*. In the main part of the sentence the verb is brought up to the first position.

Does not this rule conflict with the previous one? Let us recall that and compare:

Ek sal / Afrikaans / leer.

The auxiliary causes the principal verb to be driven to the tail.

Vandag / leer ek Afrikaans.

The adverb draws the verb up to the head.

No, each of the two rules has its operation. See here :

Ek sal Afrikaans leer.
Vandag // sal ek / Afrikaans / leer.

The *sal*, the auxiliary, has been used for the inversion; the principal verb has been left at the end where the first rule left it, so that both rules are satisfied.

And so with any of the other examples, e.g.—

Wanneer die vakansie verby is // sal ek in die skool Afrikaans leer.

Hitherto we have dealt with the simple sentence or with the main part of a complex sentence. There remains the subordinate clause. We don't want to worry about grammar, but the scholastic terms are very often convenient to save the repetition of cumbersome circumlocutions. In the sentence:

If you want me / I shall come, "I shall come" is complete by itself. It is therefore the main part of the sentence, the principal clause. "If you want me", although it has its own verb, does not by itself make sense. It is a subordinate clause. Observe this example:

Ek sal bly wees / as jy my Afrikaans leer.

The subordinate clause here dangles loosely at the end. Its verb comes last.

As jy my Afrikaans leer / sal ek bly wees.

Here the same subordinate clause commences the sentence. Its sequence is exactly the same as in the previous case; the verb is still at the end. All the difference its position makes, is to turn the *ek sal* into *sal ek* in the principal clause, by virtue of our previous rule. In the subordinate clause itself, wherever it occurs, the verb always comes last.

But in our example the verb is single. What happens when the verb has an auxiliary or, for the matter of that, more than one? Let us see.

As jy Afrikaans geleer het / kan jy dit praat.
Jy kan Afrikaans praat / as jy dit geleer het.

You see that both parts of the verb are put at the end. But there is a distinction to be noted. The auxiliary in the example we have just had, is a past

auxiliary. Let us take an example with a present or future auxiliary :

As jy Afrikaans sal leer / sal jy dit kan praat.

Again the auxiliary and the principal verb go together in the subordinate clause, but the future auxiliary PRECEDES the principal verb, while in the previous example we see that the past auxiliary FOLLOWS the principal verb. And so with more than one auxiliary :

Wanneer hy Afrikaans sal geleer het / .....
As hy Afrikaans sal kan leer / .....

What we have had here are all the main rules. There are subordinate rules which the student, like the infant, will gather up and apply unconsciously by use and practice. In order to obtain a bird's-eye view of the ground covered in this chapter, let us try to tabulate.

A. Simple Sentence (or principal clause)

1. Without preliminary

(a). Single verb : *Ek leer Afrikaans*

(b). Verb with auxiliary : *Ek sal Afrikaans leer; Ek het Afrikaans geleer*

(c) Verb followed by inf. : *More / sal ek probeer / om Afrikaans / te leer*

2. With preliminary

(a). Single verb : *Vandag / leer ek Afrikaans*

(b). Verb with auxiliary : *Gister / het ek Afrikaans geleer; More / sal ek Afrikaans leer*

(c). Verb followed by inf. : *More sal ek probeer / om Afrikaans / te leer*

B. Subordinate Clause

(a). Single Verb : *As ek Afrikaans leer*
(b). Verb with aux. Pres. or Future Aux. : *As ek Afrikaans kan leer; As ek Afrikaans sal leer;* Past Aux. : *As ek Afrikaans geleer het*

That is to say

A. 2.

(a). Sequence as in English
(b). Auxiliary as in English, principal verb last
(c). First verb as in English; *om* follows, *te* and its verb at the end.

A. 2.

(a). Verb first
(b). Present or Future Aux. with Verb at the end; Verb and Past Aux. at the end

Now please proceed as before directed — read, translate, re-translate, correct :

A. 1. (a)

Die wind waai. Die wind waai deur die blare van die bome. Die wind waai die vrugte van die bome af. Die hond blaf. Die hond byt die kat.

A. 1. (b).

Die wind sal waai. Die wind het gewaai. Die wind sal deur die blare van die bome waai. Die wind het deur die blare van die bome gewaai. Die wind sal die vrugte van die bome af-waai. Die wind het die vrugte van die bome af-gewaai. Die hond kan blaf. Die hand het geblaf. Die hond sal blaf.

A. 1. (c).

Die wind het op-gekom om die blare van die bome in die tuin af te waai. Die hond het lus om te blaf.

Die hond het lus om die kat te jaag en te vang en te byt.

A. 2. (a).

Hoor hoe hard waai die wind! Deur die blare van die bome waai die wind. Soetjies kruip die kat deur die bossies. Onwetend (unknowing) kom die muis uit sy gat (hole). Agter die kat loop die hond.

A. 2. (b).

Gister het die wind deur die blare van die bome gewaai. More sal die wind weer (again) deur die blare van die bome waai. Soetjies het die kat deur die bossies gekruip. Agter die kat het die hond geloop.

A. 2. (c).

Gister het die hond geprobeer om die kat te byt. More sal die hond weer lus kry om die kat te byt. More, hoop ek, sal die wind waai om die rivier vol te maak sodat ek water kan hê om te lei. Vandag leer ek Afrikaans om dit more te kan praat.

B. (a) and (b).

As die wind uit die noorde waai, verwag ons reën. Toe (when) die wind uit die noorde gewaai het, het ons reën verwag en die reën het gekom. Omdat (because) die kat die hond kwaad gemaak het, het hy haar dood gebyt. Waai tog, asseblief, windjie, sodat ons ná die lang droogte reën kan kry. As jy Afrikaans wil leer, moet jy jou verstand (understanding, intelligence) gebruik (use).

Miscellaneous Examples

Ek sien die sterre aan die hemel. Gister, toe my seun gekom het, was ek bly om hom ná lange jare weer te sien. Sy sal ja sê as jy haar vra. Sy sal

bly wees om ja te sê. As jy haar vra sal sy ja sê. Toe jy haar gevra het was sy bly om ja te sê. Wanneer het jy haar gevra? Waarom (why) wil jy haar vra? Toe die reën gekom het en die rivier vol geword het, was daar water in my sloot sodat ek dit op my lande kon lei. Laat elke (every) man sy eie werk doen, dan kan ander mense hulle (their) werk doen. Met moeite (trouble) verdien (earn) ek my geld (money); sonder (without) moeite het 'n mens niks (nothing). 'n Man wat twee tale (languages) ken (knows) is twee-talig; in 'n twee-talige land is 'n een-talige man half doof-stom (deaf-dumb, deaf and dumb). Waarom kon ek dan Engels leer as jy nie kan Afrikaans leer nie? Moenie jou verbeel (imagine) dat jy te dom is om Afrikaans te leer nie.

My vriendin (female friend) of (or) my vriend; noudat jy op die end van hierdie les gekom het, vergun (grant, permit) my om jou 'n wenk (hint) te gee. Gaan weer deur (through) die les, en dan nog (still) eenmaal (once) weer. Wanneer jy hierdie les goed ken, SAL AFRIKAANS GEEN (no) MOEILIKHEID (difficulty) MEER VIR JOU Hê NIE.

En nou, my vriend of my vriendin, het ek 'n baie belangrike (important) ding om aan jou te sê. Jy het nou so ver gekom, op die end van ons vyfde les, dat jy begint te verstaan hoe die taal in-mekaar sit (fits into itself, lit. each other); hoe die woorde tot sinne (sentences) op-gebou (bou is build) word. 'n Sin lyk (looks) nie meer vreemd (strange) vir jou nie; jy ken (know) die geheim (secret) van sy bouplan. Hy is nie meer 'n raaisel (puzzle) nie. Nou ja (well, then) dan moet jy nou begint verder te oefen (practice). Asseblief (please), luister na my, anders

(otherwise) kan ek jou nie help nie. En ek wil jou so graag help! Regtigwaar (right-truly), as ek jou in een maand (month) kon Afrikaans leer, sou ek jou nie twee maande daarmee (therewith) op-hou (delay) nie. Glo (believe) jy my? Ja? Nou ja, luister dan na wat ek sê. Begint nou dadelik (at once); soek verder lees-stof (read-stuff). Kry (obtain) maklike kinder-boekies. Hierdie (this) boek is nie 'n lees-boek nie; die oefenings wat hierin is, is te min, te min, TE MIN. As jy daardie kinder-boekies kry, van die leeu, en die tier, en die olifant, en die draak (dragon), of die fabels van Esopus, sal jy jou verwonder hoe maklik jy sal kan lees met 'n klein bietjie (a small little) hulp van jou meester of jou vriend of jou woorde-boek (dictionary). Moenie nou-al (now-already) my boeke kry nie; hulle is nog (still, yet) te swaar. Daar is ligte boekies van ander skrywers. Vra jou boek-handelaar (dealer).

LESSON VI

THE NOUN AND ITS PLURAL

We speak of one person or thing, of two or more persons or things. That is to say, we use Nouns in the Singular or in the Plural. Since we have in any case to learn every noun by hearing it spoken or reading it in writing or print, and since the singulars and plurals occur indiscriminately in what we hear or read, I might almost have omitted this lesson from our elementary course, which does not aim at theory but at practice. But it will happen now and then that, having heard the singular, you will require to form the plural yourself, or *vice versa*. Therefore let us give a brief glance at the main rules for the formation of the plural.

Please inspect the following:

hand — *handE*
kerk — *kerkE*
boek — *boekE*
rivier' — *rivierE*
besoek' (*visit*) — *besoekE*
gordyn' (*curtain*) — *gordynE*

Now examine the following:

wa'ter — *waterS*
ta'fel — *tafelS*
ba'lie (*tub*) — *balieS*
verga'dering — *vergaderingS*
geleer'de (*savant*) — *geleerdeS*
voortrek'ker (*pioneer*) — *voortrekkerS*

Can you formulate a rule to cover these instances? Yes, the rule stares you in the face. The first group consists of nouns having the accent at the end

(which, of course, includes monosyllables). There the plural is formed by adding E to the singular. In the other group, necessarily consisting of polysyllables only, the accent is further back, and the plural takes S.

This two-fold rule covers the overwhelming majority of nouns in the language.

There are, however, although in a very small percentage of cases, special forms, double forms, exceptions and apparent exceptions. Of these I shall here notice the more important groups only; and even of those I shall not set out complete lists to burden the student's memory and impede his progress. I wish merely to save him from bewilderment when he comes across such unusual forms in reading or conversation.

1.

Nouns ending in HEID take HEDE :

omstandigheid, omstandighede — (*circumstance*)

2.

We pronounce monosyllabic words in *rm* and *lm* as if they were dissyllabic. We WRITE *derm* (*intestine*), *arm, skelm,* (*rogue*), *galm* (*reverberation*). We SAY *derrem, arrem, gallem, skellem.* The plural, therefore, follows the rule of the polysyllables : *derms, arms, skelms, galms*

3.

Instead of taking E as they should, a small number of monosyllables take S. The principal ones are :

oomS, neefS, seunS, broerS,
leeuS, tierS, saalS, roerS

4.

Polysyllabic nouns in AAR, AARD, EUR, IER, AAL, and being the names of persons, take S instead of, as they ought to, E, the final syllable being accented or half-accented, e.g. :—

leuenaarS (*liars*), *prokureurS* (*lawyers*), *lafaardS* (*cowards*), *generaalS* (*generals*), *winkelierS* (*shopkeepers*), *wockeraarS* (*profiteers*)

5.

There are a few plurals in ERS and ERE, such as *kindERS*, *kalwERS* (*kalf*), *lammERS*, *matERS*, *goetERS*, *liedERE*

6.

And a few take ENS :
waENS, *nooiENS*, *gevoelENS*

7.

There are some double plurals with difference of meaning. For instance

man, mans — *husbands*
manne — *men*
vrou, vrouens — *wives*
vroue — *women*
drif, driwwe — *fords, river-crossings*
drifte — *passions*
maat, maats or *maters* — *companions*
mate — *measures* (of length)

Note. A *measure*, in the sense of a means to an end, is *maatreël*.

blad, blaaie — *leaves of a book*
blare — *leaves of a tree*

And now I must request your somewhat particular attention to a few classes of apparent exceptions. Please look at the following

lig, ligTe — lights
gesig, gesigTe — faces
nag, nagTe — nights
vrag, vragTe — loads
vrug, vrugTe — fruits
kas, kasTe — upright chests, cupboards
kis, kisTe — boxes, flat chests
las, lasTe — burdens
lus, lusTe — desires

The cause of this T is historical. The original singulars were *ligT, gesigT, kasT,* and so forth. Afrikaans drops this sort of T as a FINAL T. In the plural it is, of course, not final and accordingly it is retained there. It is, therefore, not really an inserted T. Where the singular never had the T, the plural hasn't got it either. Thus

doos, dose — small boxes
kers, kerse — candles
huis, huise — houses.

How are you to know when it is which? By practice. Some idiot wrote a while ago that it is necessary to know High Dutch in order to learn Afrikaans, instancing this T. But how do the Hollanders first learn which of their singulars end in ST and which in S? And how did you learn to say *curSE* and *firST* in English?

Sometimes although substantially nothing is done beyond adding the E, changes, necessitated by the rules of spelling, are incidentally brought about in the body of the noun.

Thus POOT should have POOTE. But the first syllable is open: POO-TE; and our rule lays down that a vowel is long in an open syllable without being doubled. This plural is therefore POTE. So also: *kool — kole, haar — hare, been — bene, muur — mure*

Again, by virtue of the converse rule for short vowels, *kat* becomes *katte,* because *ka-te* would make the *a* long. To make the *a* short in the plural as it is in the singular, we have to close the syllable, and we do so by doubling the consonant, so that the plural is written *kat-te*. So also:

mot — motte, rot — rotte, plek — plekke, skut — skutte

Now this is simple enough. In the case of a long double vowel, the vowel is made single in the plural; in the case of a short single vowel, the consonant is doubled in the plural. This is to ensure that the short vowel shall remain short and the long one long.

But there are a few exceptional cases where a short vowel in the singular becomes long in the plural, that is, where the pronunciation changes. Here are some

vat — vate
god — gode
dal — dale
bevel' — bevele
gebrek' — gebreke
glas — glase

These forms must be learnt by practice.

Lastly, just as, in English, *loaf* becomes *loaves* and *wife* becomes *wives,* so we have

slaaf — slawe, druif — druiwe, gerf — gerwe, and a number of others.

Yes, one does want to get to the end of this chapter. But there are just two other points which you will forgive me for briefly touching on.

There is first the case of the D and G coming between an accented long vowel and an unaccented E. This D is generally, and the G practically always, dropped. The plural of PAD (*path, road*) was originally PA-DE. The D was softened into J (English Y-sound) so as to turn the word into PA-JE. This is now written and pronounced PAAIE. So also :

blad — blaaie (leaves of a book); bad — baaie (baths); gebod — gebooie (commands). But *god — gode.*

And DAG ought to take DAGE. We drop the G and say, and write DAE. So also :

oog — oë; tuig — tuie (harness, tools); plaag — plae (plagues).

Secondly, you may find a polysyllabic word which is really a composite, of which the final component is a monosyllable. Thus *dorpsgrond, perdestal, vakansietrein* are merely separate words written together. They ought to be written *dorps-grond, perde-stal, vakansie-trein.* Their plurals are determined by the end-word, thus

dorpsgronde, perdestalle, vakansietreine.

Please note, once more : I have purposely abstained from burdening you with exhaustive lists of forms. You will, therefore, come across exceptional

plurals that are not given or provided for here. Mark them and refer them to their proper places. Being your own discovery they will impress themselves more firmly on your memory than those I have given you.

Before proceeding with the following exercise in the usual way, put the nouns followed by a dash — into the plural form, making any necessary internal changes. Thus *poot*— should be turned into *pote*. In the case of polysyllables that have the accent on the last, an A.L. ("accent last") is added in brackets. Thus *kameel*— (A.L.) means that E, not S, should be added. Consequentially, one of the double EEs is removed, so that the plural becomes *kamele*.

In die nag as die hemel onbewolk (unclouded) is, sien ons 'n menigte (multitude) van ster—. Komeet— is nie dikwels (often) te sien (to be seen) nie. Die aarde waarop ons woon (dwell) is 'n planeet. Daar is ook ander planeet— (A.L.) Die karavaan— (A.L.) trek deur die woestyn— (A.L.) met kameel— (A.L.). Dit help nie om daar pêrd— of os— of esel— of muil— te hê nie. Sien jy die spoor— van die dier— in die sand? Die nag— is baie koud in die woestyn hoewel (although) dit bedags warm is. Daar val byna (almost) nooit (never) reën— nie, maar hier en daar is daar fontein— (A.L.), oase— genoem, waar straaltjie— (streamlets) water uit die aarde borrel (bubble). Gewoonlik groei daar palmboom—. Bly is die reisiger— om in die skaduwee— van die boom— te sit en die lekker water te drink en te rus van die vermoeienis— (tirednesses) van die reis. Glo my (believe me), dis ('tis) makliker (easier) om Afri-

kaanse meervoud— (plurals) te leer as (than) om met kameel— of sonder (without) kameel— deur die woestyn— te reis.

In die kerk— is daar preek-stoel— (preach-stools, pulpits). Op die preekstoel— staan predikant— (A.L.). Hulle preek. Ons luister na hulle preek—. Verder sing ons gesang-vers— en ons hoor gebed— (A.L.). As ons sonde (sin) doen, vermaan (admonish) die predikant— ons. Ons doen maar ál die tyd sonde, daarom (therefore) vermaan hulle ons maar ál die tyd.

In die geregs-hof— (courts of justice) op die regbank— (judgment-seats) sit regter— en magistraat— (A.L.). Daar word (are) die mens— onder verhoor (hearing, trial) gebring wat beskuldig (accused) staan dat hulle die wet— van die land oortree (overtread, break) het. As hulle skuldig (guilty) gevind word, word hulle beboet (fined) of in die tronk gesit. Maar voor 'n man kan gestraf (punished) word, moet dit bewys (proved) word dat hy skuldig is. Die bewys (proof) word gegee deur getuie— en die getuie— moet hulle getuienis (testimony) aflê (lay down, depose) voor die beskuldigde. Hy het die reg om hulle te kruis-vra; en hy het die reg om sy eie getuie— ook in te roep. 'n Getuie moet verklaar wat hy self gehoor of gesien het, en nie wat 'n ander hom gesê het nie. Die magistraat, of die regter, of as daar 'n jurie is, dan die jurie, moet oordeel (judge) watter (which) getuienis geloof-waardig (belief-worthy) is. As daar 'n jurie is, waarvoor is die regter dan daar? Die regter moet die wet neer-lê,

en die jurie moet aan-neem (accept) wat die regter hulle voor-skryf (fore-write, prescribe, instruct) wat die wet is. Maar hulle kan glo watter getuienis hulle wil en die regter is verplig (obliged) om hulle bevinding aan te neem. Dis maar die beste vir almal van ons as ons uit (out of) die hof kan weg-bly (away stay) en liewer kerk-toe gaan.

LESSON VII

THE NOUN, CONTINUED, AND THE PRONOUN

Not only must Nouns, from their very nature, indicate Singular and Plural, there must also be a means of expressing Possession—of showing that one thing belongs to another. For this purpose there are in English two devices: the possessive case with the 'S, and the use of the preposition OF. Thus we can say, indifferently,

The child's father, or
The father of the child.

So in exactly the same way we can say in Afrikaans

Die kind se vader, or
Die vader van die kind.

The SE, you see, is simply the Afrikaans way of putting the 'S. But since the SE is a separate word and not a mere case-ending like the 'S, it is much less restricted in its scope. You cannot well say in English:

Henry the Eighth, King of England's six wives,

since that would mean that England and not Henry had the six better halves. But in Afrikaans it is perfectly proper to say:

Hendrik die Agste, Koning van Engeland, se ses vrouens.

Again, in English it is hardly usual to speak of

The table's legs, or
The tree's leaves, or
The sky's blue,

but in Afrikaans it is just as usual to speak of

Die tafel se pote, or
Die boom se blare, or
Die lug se blou

as of

Die pote van die tafel, or
Die blare van die boom, or
Die blou van die lug.

Note. Under ecclesiastical influence, our church-language having hitherto been Dutch, we do not use the SE with the name of the Deity. Therefore not: *God se werk*, but *Gods werk* or *die werk van God*.

Note once more. This SE must not be confused with the adjectival SE. *'n Wereldse moeilikheid — a worldly* or *world-wide trouble* is a different thing from *die wêreld se moeilikheid — the trouble of the world*. So *'n Engel se besoek — an angel's visit* is not grammatically the same thing as *'n Engelse besoek, an English visit*, whatever similarity there may be in fact.

When the noun which denotes the thing possessed does not expressly follow, the SE becomes S'N:

Dis Annie se boek hierdie, but:
Hierdie boek is Annie s'n.

(Please read this passage in brackets and forget it. Reference to the feminine Annie reminds me that there are Afrikaans writers, rapidly becoming extinct, who use the SE only for the masculine singular,

saying *Piet se boek*, but *Annie haar boek, die kinders hulle vader* instead of *Piet se, Annie se* and *die kinders se.* Do not be misled if you come across such abuses: use the SE for all genders and both numbers.)

The Pronouns will not detain us long. Like the Nouns, of which they are mere shorthand substitutes, they have a singular and a plural number, and a means of expressing possession. But they have also, in Afrikaans as in English, retained remnants of case-forms, which the nouns have lost. Notice the following sentences:

I see you,
You see me.

The YOU remains YOU; the I becomes ME. So we have HE and HIM, SHE and HER, WE and US, THEY and THEM. In Afrikaans, the singulars have kept these case-forms; the plurals, like the English YOU both singular and plural, have lost them. You will see that at once:

Ek sien jou,
Jy sien my.
Sy sien hom,
Hy sien haar.

But

Ons sien julle,
Julle sien ons,
Ons sien hulle,
Hulle sien julle.

To indicate possession, the pronoun in Afrikaans turns itself into a sort of adjective; it becomes what

is known as a possessive pronoun. Here they are, all of them :

My boek, jou boek, sy boek, haar boek,
Ons boek, julle boek, hulle boek.

In these cases the noun expressly follows. Where the noun does not follow, we have in English these forms :

It is my book; this book is mine,
,, ,, your ,, ,, ,, ,, yours,
,, ,, his ,, ,, ,, ,, his,
,, ,, her ,, ,, ,, ,, hers,
,, ,, our ,, ,, ,, ,, ours,
,, ,, their ,, ,, ,, ,, theirs.

In Afrikaans they become :

Dit is my boek; die boek is myne,
,, ,, jou ,, ,, ,, ,, joue,
,, ,, sy ,, ,, ,, ,, syne,
,, ,, haar ,, ,, ,, ,, hare,
,, ,, ons ,, ,, ,, ,, ons s'n,
,, ,, julle ,, ,, ,, ,, julle s'n,
,, ,, hulle ,, ,, ,, ,, hulle s'n.

The S'N here, you see, is the same as with the Nouns where the second Noun does not follow.

All this is exceedingly simple, but permit me to draw your special attention to one or two points.

First, do not because in English you say

You see me and

I see you —

do not say in Afrikaans

JOU sien my and

Ek sien jou.

It is *Ek sien JOU,* right enough, but *JY sien my.*

Secondly, the English *you* is either singular or plural; in Afrikaans the *jy, jou* are singular, the *julle* is plural.

Instead of the *jy*-vorm we have the more stiff, less personal and intimate, U, used with superiors, strangers, and in prayers. This U remains unchanged:

Meneer, or *Mevrou* (*Sir* or *Madam*) or *Mejuffrou* (*Mademoiselle*), — *Ek skryf om u te dank vir u brief. U weet ek is.....*

Or in the plural,

Dames en Here (*Ladies and Gentlemen*), — *U sal my vergun* (*permit*) *om 'n belangrike saak* (*important matter*) *onder u aandag* (*attention*) *te bring.*

English has also the Neuter form IT. In Afrikaans we use DIT indefinitely:

Het jy verstaan wat ek gesê het? Ja, ek het DIT verstaan. DIT is goed. DIS ('tis) goed.

But for the concrete we mostly prefer the *hy*-form:

Wat het jy met my boek gemaak? Ek het hom (*it*) *op die rak* (*shelf*) *gesit.*

What we have had so far are what are known technically as Personal Pronouns and Possessive Pronouns. Grammarians have other fancy divisions and terms which I do not all recall and which do not matter in the least for our purpose. But there is one more kind we have to notice, and that is the so-called RELATIVE PRONOUN.

In English we have these forms:

He / that steals my purse / steals trash.

John, / who is a great lover of animals, / has several dogs and cats.

The first relative clause, introduced by THAT, is explanatory of the antecedent *he* — otherwise we should not know who steals the trash. The second clause, introduced by WHO, does not identify the antecedent John — it simply gives additional information. The sentence might have read: *John is a great lover of animals and he has several dogs and cats.* In Afrikaans we bring out the distinction by inserting a comma before the relative in the second sentence:

Hy wat my beursie steel, steel bog, but

Jan, wat 'n groot liefhebber is van diere, het 'n hele klomp (verskeie) honde en katte.

When the WHO is used, the English inflects it to WHOM in the objective case:

He, whom we all love.....

And for the neuter, the WHO becomes WHICH:

This house, which is one of the oldest in the district.....

In Afrikaans we use the one relative, WAT, for all these purposes:

Hierdie huis, wat die oudste in die distrik is.....

Note. English may omit the relative in the objective case:

The land I bought at the sale.....

In Afrikaans the omission is never made. Say

Die grond wat ek op die vendusie gekoop het.....

The possessive of the relative is expressed in English by WHOSE, singular or plural, masculine feminine or neuter, although the neuter prefers OF WHICH:

The man whose house I bought.....

This WHOSE becomes WIE SE :

Die man wie se huis ek gekoop het.....

For the neuter, turn the OF WHICH into WHEREOF and translate :

The house whereof the gable has fallen down

by :

Die huis waarvan die gewel omgeval het.

And this *waarvan* reminds me that generally with the Neuter Pronouns we use these compounds in Afrikaans instead of the simple Preposition :

The horse on which I rode,
The money with which I paid,
The school to which I go,
The place from which I come—

might be put as :

The horse whereon.....
The money wherewith.....
The school whereto.....
The place wherefrom.....

And that is the form into which they should be rendered :

Die perd waarop ek gery het.....
Die geld waarmee ek betaal het.....

And so also with the Personal Neuter Pronoun, the English IT :

This pen is bad; I cannot write with it--

Say :

I cannot write therewith,

and translate :

Ek kan nie DAARMEE skryf nie.

So

daarvoor, daaragter, daaronder, daarin, daaruit, daarby, daarsonder

In the reading-lesson that follows I have not given the usual equivalents. You will be glad to have reached the stage when you can begin to rely on yourself. But at the end of the lesson there are a few notes on important forms.

"Ek soek my hoed."
"Hier is 'n hoed."
"Dis nie myne nie."
"Wie s'n is dit dan?"
"Vroutjie s'n."
"Maar dan is dit mos joue."
"Nee. Vroutjie s'n is nie myne nie; dis hare."
"En joue?"
"Myne is ook hare."
"Dan soek jy julle twee se hoed?"
"Ja, ek soek ons hoed."
"Altemit het jou vrou hom op. Sy is mos uitgegaan."
"Nee, sy dra hom nie. Sy dra nie óns hoed nie; sy dra net háar hoede."
"Hoeveel hoede het julle twee?"
"Ons het net een hoed."
"En sy?"
"Sy het twaalf hoede."
"Dan het julle dertien hoede saam?"
"Nee, man. Ek sê mos vir jou haar hoede is hare en myne is ons s'n. Ons het een hoed saam en sy het twaalf alleen."
"Dra sy ál twaalf?"
"Ja, maar nie tegelyk nie. Vandag hierdie een, more daardie een."

"Watter het sy vandag op?"
"Die drie pond se hoed."
"En gister?"
"Gister had sy die vyf-pond-tien s'n op."
"En more?"
"More sal sy die agt-pond-negentien s'n op-sit, verwag ek. Sy gaan more besoek af-lê."
"Hoe lyk jou hoed?"
"Ek sê vir jou ek het nie 'n hoed nie."
"Die een wat jy soek dan."
"Jy meen ons hoed?"
"Ja, julle hoed."
"Dis 'n oue."
"Hoe oud?"
"Ek weet nie."
"Hoe kan jy dan nie weet nie?"
"Hoe moet ek dan weet? Voor hy my hoed was, was hy my pa en ma s'n. En voor hy hulle hoed was, was hy my oupa en ouma s'n. Hy is 'n familie-hoed — 'n erf-stuk. Ná my dood sal hy my oudste seun se hoed wees. En as hy gaan trou, hy en sy vrou s'n."
"Hoe lyk die hoed van kleur?"
"Hy was 'n swarte."
"Ja, maar hoe lyk hy nou?"
"Hy is nou 'n vale. Hoe ouer hy word, hoe valer word hy."
"En nou is die hoed weg?"
"Hy moenie weg wees nie. Hy kan nooit weg wees nie. Daar is 'n ander wat aanspraak op hom het."
"Ja, ek weet. Jy het my mos gesê — jou vrou."
"Nee, ek meen nog iemand buiten Vroutjie."
"Wie dan?"
"Skoonvader."

"Watter aanspraak het hy?"
"Hy het 'n verband op die hoed."
"Skoonvader ryk?"
"O, ja; skat-ryk."
"Oud?"
"Nie te danig erg buitensporig oud nie. Iets in die veertig."
"Swak? Sieklik? Kinds?"

"Nee, moenie glo nie. Pêrd-fris en gesond. Sterk soos 'n bul. Volle verstand. Maak nog altyd geld. Nou en dan siekerig, verkoue of maag-pyn of soiets. Maar nooit gevaarlik siek nie. Was nooit 'n sieklike man nie."

"My liewe man, ek het jammer vir jou. Al wat jy het is 'n hoed en dié is nie eens joue nie. Jy het 'n vrou daarby en 'n skoonvader daarby; jy sal beter af wees daarsonder. As ek jy was, loop ek weg, kaal-kop."

MOS. This particle is generally untranslateable. Here it means something like *surely*, as who should say: *three and two do mos make five.*

DRA — *Carry*; here *wear.*

HIERDIE; DAARDIE. *This, that.*

'n OUE — *An old one.* Do not say *'n ou een. I have a white hat and you have a black ONE — ek het 'n wit hoed en jy het 'n swartE.*

FAMIELIE. Does not mean *family. Family* is in Afrikaans *huisgesin. Famielie* means the whole tribe of relatives by blood and marriage.

ERF-STUK — *Heirloom. Erwe — to inherit; erfenis — inheritance; erfgenaam — heir; erf-later — testator; erf-stelling — testamentary disposition.*

SKAT-RYK — *Treasure-rich, rich as Croesus.* So we have *pik-swart; ys-koud; kurk-droog; stok-doof; spier-wit; bloed-rooi; goud-geel;* and very many others. .

SIEK — *Sick, ill.*

SIEKLIK — *Sickly, chronically ailing.*

SIEKERIG — *Slightly indisposed.* So we have *skaam — shy; skamerig — somewhat shy; swakkerig — weakly, somewhat weak;* and many others

EK HET JAMMER VIR JOU — *I pity you, I have pity for you.* So *ek het honger, dors, vaak — I am hungry, thirsty, sleepy.*

DIE (accented) — *That, that one.*

NIE EENS — *not even.* EVEN in a positive construction is not EENS but SELFS: *Selfs jy is nou my vyand; nie eens jy is meer my vriend nie.*

DAARBY, DAARSONDER — *Therewith, therewithout;* that is, *with it, without it.*

HOE OUER HOE VALER — How older how browner: THE older THE more brown. Please remember this construction.

LESSON VIII

THE ADJECTIVE

The Adjective presents some slight difficulty in Afrikaans. In English we say THE MAN IS GOOD; THE GOOD MAN; in Afrikaans DIE MAN IS GOED; but DIE GOEIE MAN. That is to say, an E is sometimes added, and the addition of the E sometimes involves a modification of the stem.

As elsewhere, I will not trouble you at this stage with elaborate and comprehensive rules. Again, as elsewhere, alternative forms are more easily learnt by practice than by precept. We confine ourselves to a few general principles.

First, then, as to where the adjective does take the E. It never takes E where the noun does not follow; and where the noun does follow, it sometimes takes E and sometimes does not take E.

It DOES generally TAKE E in the following cases:

I. With all polysyllables:

Die weer is aangenaam — The weather is pleasant.

Dis aangename weer — It is pleasant weather.

II. With monosyllables ending in

D: *Die papier is glad — The paper is smooth.*
Ek het gladde papier — I have smooth paper.

F: *My moeder is lief — my mother is dear.*
Ek het 'n liewe moeder — I have a dear mother.

S: *Die gedagte is boos — The thought is evil.*
Ek het 'n bose gedagte — I have an evil thought.

Otherwise the adjective DOES NOT generally TAKE E.

I say "generally," because there are exceptions. For the present purpose I need not harass you with them. As you come across them in practice you will mark and remember them (same as I did; I do not know the lists of exceptions to this day). For instance, you will hear of

'n donker nag — a dark night,

where there ought to be an E but there isn't. And you will go on observing that *donker* belongs to a class of exceptions: polysyllables ending in ER do not generally take E.

Very often, in defiance of formal rules and exceptions, the E is added to monosyllabic adjectives for euphony, for emphasis, or to bring out a difference of meaning or shade of meaning. One learns to recognise these usages without being able formally to account for them.

But, precisely as in the plurals of certain nouns, the addition of the E, where it is added, sometimes consequentially brings about changes in the body of the stem to which it is added.

Thus as we had:	So we have
kat — kaTTe	plat — plaTTe (flat)
pad — pAAIe	dood — dOOIe (dead)
stof — stoWWe	grof — groWWe (rough)
roof — ro-We	doof — doWe (deaf)
oog — o-ë	hoog — ho-ë (high)
kas — kas-Te	vas — vas-Te (fast)

Indeed, these internal modifications are merely applications of the rules of spelling.

So, when we get to the Degrees of Comparison directly, it will help us to remember from the present connection that OUD — *old* becomes OUER — *older,* and HOOG — *high* becomes HOëR, *higher:* the D and G dropping out as we saw them do elsewhere. So we have

koud — kouer (colder); breed — breër (broader); wyd — wyer (wider); droog — droër (drier); vroeg — vroeër (earlier); and many others like them.

Adjectives have also to express comparison. The endings used for the purpose in Afrikaans are much the same as in English. Thus:

Die plank is glad; die papier is gladder; the spieël (mirror) is die gladste van al drie.

These forms are known respectively as the Positive Degree, the Comparative Degree, and the Superlative Degree.

The Superlative will give you no trouble. In practically every instance all that is done is to add STE to the Positive. NA (near) has NAASTE, the A being doubled to maintain its length in accordance with the ordinary spelling rule. So RU (*rough*) has RUUSTE; SKU (*shy*), SKUUSTE; and SLU (*sly*) SLUUSTE. But there are very few such.

It is the Comparative that often requires incidental modifications, besides the addition of the ER. Thus our GLAD, above, becomes GLADDER, the D being doubled to keep the A short. In GROOT, GRÔTER, the first O, being long, and occurring in

a closed syllable, has to be double. The second O is still long, but the syllable is now open — GRO-TER — so that the doubling is discarded. All this, again, is merely the application of the spelling rules we have had.

Please look at the following examples:

bekend (known),	*bekender,*	*bekendste*
styf (stiff),	*stywer,*	*styfste*
lief (dear),	*liewer,*	*liefste*
doof (deaf),	*dower,*	*doofste*
dof (dull),	*dowwer,*	*dofste*
saf (soft),	*safter,*	*safste*
sleg (bad),	*slegter,*	*slegste*
woes (wild),	*woester,*	*woesste*

The following forms of comparison are, as you see, irregular:

baie, veel (much)	*meer*	*meeste*
bietjie, min (little)	*minder*	*minste*
goed	*beter*	*beste*
——	*eerder*	*eerste*

In the lesson on the Verb I omitted the Present Participle and the full form of the Past Participle. I did so in order to mention them here. For the latter invariably, and the former almost invariably, functions as an adjective.

The present participle is the ordinary verb with ENDE added (the English ING). Thus, STERF, STERWENDE — *to die, dying.* The ENDE sometimes produces incidental changes in the stem, as here from F to W. And there are a few variant forms like GAANDE, SIENDE — *going, seeing.*

This form is hardly ever used participially in Afrikaans. The student is advised not to use it so. Don't translate:

Coming out of the dark room, I . . . .

by

Komende uit die donker kamer . . . .

It depends on the context whether the English means *although I came* or *because I came* or *while I was coming* and so on. But get that meaning and express it definitely in Afrikaans:

Hoewel ek, or *omdat ek,* or *onderwyl ek, uit die kamer gekom het . . . .*

But the adjectival use is very common: *vallende sterre, slapende kinders, vegtende soldate, sterwende siekes . . . .*

We had *geleer* as the conjugational past participle of *leer*: *ek het geleer — I learnt* or *taught* or *have learnt* or *taught; ek word geleer — I am (being) taught.*

But the adjectival form is not:

'n geleer man but *'n geleerDE man — a learned man.*

Most of these forms take DE or TE; some forms take neither. Thus

'n bevoegDE onderwyser — a qualified teacher
'n mislukTE poging — an attempt that failed
'n ontvangE telegram — a received telegram

Further consideration of these forms is beyond our present scope. For ordinary practice they will not cause any great difficulty; if the student wishes to proceed beyond this course with theoretical study, or has an examination or profession in view, these

forms will demand his very careful attention. They are fully dealt with in the ordinary grammars.

With an exercise on this lesson I think we might suitably combine examples of word-building. At the outset of our course, when talking about the acquisition of a vocabulary, I mentioned that Afrikaans was a pure language so that its words fall into kindred groups and are therefore the more easily remembered by association. In a following chapter I propose to deal with a particular kind of compound or composite words. These compounds are the bugbear of the English beginner. But instead of being frightened at them he ought to be thankful for them. They make the language ever so much easier instead of harder.

Merely then to show you how you can learn words by numbers at a time instead of one at a time, I shall take a few of these groups — and then I shall not half exhaust those I do take. But in order not to neglect our exercise on the adjective (to which this other frolic will be merely incidental), I am asking you to complete, where they are incomplete, the adjectival forms indicated with each noun. Please take out my hyphens when you have done with the exercise.

I have just asked you to remove my hyphens— that is, to turn WERK-TUIG into WERKTUIG and so on. A word here about these little connective signs. Right through this book, even in the chapters that follow this one, I am making a very much more copious use of hyphens in Afrikaans words than is at all permissible. I do so because

I recognise that your task is quite hard enough without the addition of gratuitous difficulties. But, if you please, I must insist that you cut out all these hyphens as fast as I put them in. Let them have served their purpose once for all. The rule for Afrikaans is that, except where ambiguity may arise or too many vowels get squeezed up together as in *seeeend*—sea-duck—compounds are written as if they were single words.

It is expected (and devoutly to be hoped) that the big standard Afrikaans Dictionary will rationalise the hyphen-rules so as to bring them into line with the rest of the laws of the language.

WERK — Work

WERK-TUIG — work-instrument, tool

'n Hamer is 'n (handig) werktuig.

WERK-WOORD — work-word, verb

Ek ken baie werkwoorde; ek moet (more) leer.

WERK-NEMER — one who takes on work, a contractor

Ou Jan is 'n (doof) werknemer.

WERK-GEëR — one who gives out work, an employer

Ek werk nie graag vir 'n (suinig, stingy) werkgewer nie.

WERKER, WERKS-MAN — worker

Ons is almal (hard) werksmanne.

WERK-LOON — work-reward, wages

Betaal my 'n (vas) werkloon.

WERK-LOOS — workless, unemployed

Daar is nou (fewer) werkloses.

WERK-DADIG — active

Laat ons nou (werkdadig) maatreëls neem.

WERK-LIK — actual(ly)

Dit lyk min, maar dis werklik 'n (styf) prys.

WERK-SAAM — diligent

Huur vir jou (werksaam) knegte (servants).

WERK-KRING — work-circle, sphere of labour

Elkeen soek 'n (voordelig) werkkring

KEN — to know

KEN-NIS — knowledge

Het jy (degelik — thorough) kennis van die omstandighede?

KENNIS-GEWING — knowledge-giving, notice

Jy het (vroeg) kennis gekry.

KENNIS-MAAK — to make knowledge, to become acquainted

Sorg (see, take care) dat jy met die (older) mense ook kennismaak.

KEN-MERK — know-mark, characteristic

KEN-SKETS — know-sketch, ditto

KEN-TEKEN — know-sign, ditto

Daar is (duidelik) kenmerke.

BE-KEN-D — known

Trou met 'n (bekend).

ON-BEKEND — unknown

Moenie trou met 'n (onbekend) nie.

KEN-BAAR — knowable, recognisable

Dis my perd; dis 'n (kenbaar) perd.

ONT-KEN — to dis-acknowledge, deny

Wat help jou (ontkennend) antwoord?

ER-KEN — to admit

Ontken jy nou jou (vorig — former) erkenning?

BE-KEN — to confess

Die (jong) beskuldigde het sy skuld beken.

SKULD — debt, guilt, fault

SKULD (verb) — to owe, be indebted to

Dis nie die (klein) hondjie se skuld nie.

(But we have had enough adjectives.)

SKULDIG, guilty

ONSKULDIG, un-guilty, not guilty, innocent

SKULD-BEWYS — promissory note

SKULD-EISER — debt-claimer, creditor

SKULD-ENAAR — debtor

BE-SKULDIG — to accuse

VER-ONT-SKULDIG — to excuse

SKULD-VER-EFFENING — making a debt even, payment of a debt

Might I suggest that, with the aid of your dictionary, you construct such groups for yourself?

LESSON IX

MISCELLANEOUS

In this lesson I propose to deal with a number of unconnected matters which, for our purpose, do not require a separate chapter each.

TIME AND NUMBER

The days of the week are

Sondag, Maandag, Dinsdag, Woensdag, Donderdag, Vrydag, Saterdag.

The months of the year are

Januarie, Februarie, Maart, April, Mei, Junie, Julie, Augustus, September, Oktober, November, Desember.

Dertig dae het September,
April en Junie en November;
Maar Februarie-maand kom klaar
(Behalwe in 'n skrikkeljaar)
Met agt-en-twintig dae maar.

(*Ek kom klaar met — I manage with, get along with. Ek kom klaar sonder — I manage without. Jy moet maar, om die een-en-dertig van die ander maande te onthou, sonder die versie . . . . kom klaar . . . . klaar-kom.*)

Clock time is expressed as follows:
Een uur, vyf uur, twaalf uur
1.30 — half-twee

12.30 — half-een
Halfpast six — half-sewe
A quarter to eleven — kwart voor elf
A quarter past eleven — kwart oor elf
Five minutes past three — vyf minute oor drie
Five minutes to three — vyf minute voor drie

Other time expressions:

To-day — vandag
this year — van jaar, vandese jaar
this week, month — vandese week, maand
yesterday — gister
the day before yesterday — eergister
the day before that — vooreergister
to-morrow — more
the day after to-morrow — oormore
the day after that — naasoormore
next week, month, year — aanstaande week, maand, jaar
last week, month, year — verlede week, maand, jaar

Indefinite time-expressions:

Immediately — onmiddellik, dadelik
directly — aanstons
quickly — gou
after a while — oor 'n rukkie
just now — netnou, strakkies
a while ago — flussies
in die oggend vroeg — in the morning early
in die aand laat — late in the evening
in die voormiddag, namiddag — in the forenoon, afternoon
op die middag — at midday, noon
teen slapenstyd — towards bedtime

soggens, saans, bedags, snags — in the mornings, evenings, during the day(s), night(s)

Time is expressed

(a) By an adverb :

Hy het VROEG gekom.

(b) By an adverbial phrase :

Hy het IN DIE OGGEND VOOR DAG-BREEK gekom.

(c) By a temporal clause. This is introduced, for the past, by the conjunction TOE :

TOE HY DAAR KOM, was ek reeds daar.
When he came there, I was there already.

Notice the present form KOM, instead of GEKOM HET. The past is sufficiently indicated by the TOE. In such a clause referring to the past, always use TOE, and not WANNEER or AS, for the English WHEN.

AS or WANNEER are used for the present or future :

Wanneer ek werk, speel ek nie.
Wanneer hy kom, sal ek hom ontmoet.

AS is often loosely used for this WANNEER in present and past clauses :

As ek werk, speel ek nie.

But AS is strictly IF ; and in a past clause it is ALWAYS IF :

AS hy gekom het is never *WHEN he came.*

It will assist your memory if I refer here at once to other functions of the important little word TOE.

Besides being, as we have just seen, a temporal conjunction,

TOE ek hom sien, was ek bly —
When I saw him I was glad,

the past being so strongly indicated that even the principal clause may have the verb in the present form :

Toe hy by my kom, groet hy my —
When he came up to me he greeted me —

the TOE may also be used as an Adverb of Past Time, meaning THEN :

En toe kom die vloed —
And then came the deluge.

CAUTION. For the purely past adverb NEVER use DAN for THEN, use TOE ; and for the present or future adverb NEVER use TOE for THEN, use DAN :

TOE was ek bly — THEN I was glad.
DAN is ek bly — THEN I am glad
DAN sal ek bly wees — THEN I shall be glad

Again, besides being a conjunction and an adverb, TOE may be an Adjective :

'n Oop deur, 'n toe-deur — an open door, a closed door
Maak toe die hek — shut the gate.

And TOE may be used as an Interjectional Imperative :

TOE dan, TOE nou, TOE dan nou — Go on then, hurry up.

Lastly TOE may be an enclitical Preposition, meaning TO, TOWARDS:

Ek gaan huistoe — I go home

(something like the English *homewards*). So:

Ek gaan Kaap-toe — I go to the Cape.

Or the TOE may be used together with the precedent preposition NA . . . .

Please remember, the A in this NA is short; the A in the other NA — *after* — is long . . . .

Ek gaan na die vergadering toe.

The cardinal numbers are:

Een	*dertig*
twee	*een-en-dertig*
drie	*veertig*
vier	*vyftig*
vyf	*sestig*
ses	*sewentig*
sewe	*taggentig*
agt	(*or tagtig*)
nege	*negentig*
tien	*honderd*
elf	*honderd-en-een*
twaalf	*honderd-vyf-en-twintig*
dertien	*tweehonderd*
veertien	*driehonderd*
vyftien	*negehonderd*
sestien	*duisend*
sewentien	*tweeduisend*
agtien	*dertigduisend*
negentien	*honderdduisend*
twintig	

een-en-twintig	*vyfhonderdduisend*
twee-en-twintig	*miljoen*
negen-en-twintig	*tienmiljoen*

6,324,188 : *Sesmiljoen, driehonderd vier-en-twintig-duisend, honderd agt-en-taggentig.*

Note : *twenty five = five and twenty = vyf-en-twintig.*

Note also : *Nege,* but *negeNtien, negeNtig; sewe, seweNtien, seweNtig.*

The ordinal numerals are

Eerste	*sestiende*
twede	*sewentiende*
derde	*agtiende*
vierde	*negentiende*
vyfde	*twintigste*
sesde	*een-en-twintigste*
sewende	*dertigste*
agste	*sestigste*
negende	*negentigste*
tiende	*honderdste*
elfde	*driehonderdste*
twaalfde	*duisendste*
dertiende	*miljoenste*
veertiende	
vyftiende	

Note. *First, eighth, twentieth* and all ordinals beyond that, take STE, the rest take DE.

THE NEGATIVE

You have already come across examples of *nie . . . nie.* This form is not a double negative cancelling

itself logically into a positive. *Ek het niemand daar gesien nie* does not mean *I didn't see nobody there.* The rule is that a negative sentence must end in a *nie* so as to leave that final strong impression. Consequently, where there is no earlier *nie* in the sentence, the original one itself standing last, there is no reduplication. Thus:

Ek weet nie.
Goud en silwer het ek nie.

The rule that the *nie* must end the sentence is so imperative that it overrides the rules putting the verb last:

Ek het die mense nie gister in die dorp gesien nie.

In complex sentences the position of the second *nie* is better learnt by practice than by rule. Generally, it rounds off the whole of the negative expression. Thus:

Ek het hom nie gesien / toe hy hier was / nie.

And not:

Ek het hom nie gesien nie / toe hy hier was.

But this last form is sometimes adopted when a very large subordinate clause, or a number of them, follows. Obviously, this sort of sentence is much better put in the periodic form:

Toe hy hier was / het ek hom nie gesien nie.

Then it will not matter how many subordinate clauses are piled up on one another.

The second *nie* follows not only an earlier *nie* but any other express negative:

Ek weet niks daarvan nie.
Niemand het ooit vantevore soiets gehoor nie.

Ek het nooit vantevore soiets gehoor nie.
Ek kan nergens rus kry vir my liggaam of vir my siel nie.

But it must be an express negative. Thus

Ek ontken dat hy daar was

means

I deny that he was there.

Ontken implies an absolute negative, but it is not negative in form. So

Dis onmoontlik om so 'n ding te glo,

but

Dis nie moontlik om so 'n ding te glo nie.

For certain negative sentences and questions, and also for emphasis, English has an extra auxiliary in the verb *to do* :

Do you hear what he says?
No, I do not hear.
Yes, I do say it.

In Afrikaans this use is not admissible. We say

Hear you what he says?
No, I hear not.
Yes, I say it certainly :

that is :

Hoor jy wat hy sê?
Nee, ek hoor nie.
Ja, ek sê dit sekerlik.

REDUPLICATIONS

The *nie,* whatever its origin, is in force and form a reduplication. We have several others in Afrikaans :

Ek werk lag-lag en fluit-fluit —
I work laughing and whistling.

Especially do these reduplications occur with prepositions that express motion or distinguish motion from rest :

Ek sit in die huis —
I sit in the house.
Ek gaan in die huis in —
I go into the house.
Ek kom uit die huis uit —
I come out of the house.
Ek staan op die muur —
I stand on the wall.
Ek klim op die muur op —
I climb on-to the wall.

Sometimes there is a substantial, although not a formal, reduplication :

Die gogga kruip teen die muur op —
The insect crawls up against the wall.
Die sloot loop langes die heining af —
The furrow runs downwards along the fence.
Similarly :

Hy loop by my verby,
agter my verby,
voor my verby,
teen my verby,
langes my verby.

That is, he passes me anyhow, behind, in front, touching me, alongside of me.

Again :

Hy loop tussen die mense deur,
onder die bome deur;

and a number of others. I do not think these forms ought to cause any great difficulty.

AMBIGUITIES

English makes up for the want of inflexions by prepositions, auxiliaries, and the sequence of words. Afrikaans does the same, but since the sequence is sometimes determined by other considerations, ambiguity may result and has to be avoided in various ways. Thus

Die man wat die vrou vermoor het

may mean

The man who murdered the woman, or
The man whom the woman murdered.

This ambiguity can be removed by the passive voice :

Die man deur wie die vrou vermoor is, or
Die man wat deur die vrou vermoor is.

The ambiguity vanishes when there is a negative or other adverb :

Die man wat verlede week die vrou vermoor het, or
Die man wat die vrou verlede week vermoor het.
Die kind wat nie sy ouers ken nie; or
Die kind wat sy ouers nie ken nie.

In the great majority of cases the context is sufficient to determine the meaning. For instance,

Die Engelsman wat Afrikaans praat

will never be understood as meaning that Afrikaans is talking the Englishman.

Besides these there are other ways of avoiding misunderstanding, which you will find out for yourself. Ambiguities are common to all languages — even the Delphic oracle, using the highly inflected classical speech, was able to foretell the future with certainty of success by ambiguity of expression so that it was always heads I win, tails you lose. The marvel seems to be that those who consulted the oracle fell into such childish traps. But from personal experience I can quite credit that that was so. I myself had reached the end of my University career — such as it was — and been ground in the mill of more than one modern and ancient foreign language, before I ever suspected that there were ambiguities in Afrikaans against which I had to be on my guard. In daily conversation they never seem to matter. In my writings I try to avoid them, and I believe you will not find many. But, no doubt, some go on escaping my vigilance. The difficulty with a writer is that he knows exactly what he wants to say and is therefore naturally inclined to assume that what is plain to him will be plain to everybody else.—This is no comparative grammar, nor is it a treatise on comparative merits, or I could point out numerous ambiguities in the highly inflected German and High Dutch which we have in various ways eliminated from Afrikaans. In English, of course, there are no ambiguities.

A SPECIAL USE OF *VIR*

The VIR — TO or FOR — is sometimes used to strengthen the direct objective.

Ek sien vir jou

means the same as

Ek sien jou,

but with an indefinable additional force.

This *vir* is only used before pronouns and proper nouns. Sometimes it is handy for avoiding the ambiguity we have just discussed:

Jan wat vir Koos vermoor het —
Die bure wat vir ons liefhet.

A SPECIAL SEQUENCE

In the lesson on sequences, as over and over again elsewhere, I cautioned you that our rules were not exhaustive. Indeed, for our purpose, which is to get on without delay to practice and exercise, it would be foolish to set out minute and copious theory. But there is one exceptional subordinate clause whose importance merits some special notice. It is the *although*-clause in the stronger form of *even if*:

Hoewel die weer so belowend was, het dit darem nie gereën nie —

Although the weather was so promising it nevertheless did not rain.

The sequence here, you perceive, is strictly according to rule, both in the principal clause and in the subordinate. But look at this:

Al is die weer ook hoe dreigend, bly die reën weg —

Even if the weather is no-matter-how threatening, the rain remains away.

That first portion of the sentence is subordinate, and by every principle the *is* ought to come at its end. Yet it stands right in front, defiantly, as if this were a principal clause commencing with an adverb, like

Vandag is die weer dreigend.

The second portion, the principal clause, follows the rule — the verb comes first as it ought to. But here also we may burst right through the rule:

Al sweer jy ook, ek glo jou nie.
Even if you swear, I do not believe you.

Here both principal and subordinate commit a gross violation. The precedent subordinate clause behaves as if it were a principal clause; the subsequent principal clause as if nothing preceded.

This double inversion of the inversion is extremely forcible in its effect.

DIMINUTIVES

Afrikaans is fond of diminutives. Here are examples of the main forms:

Nouns in F, P, K, G, S

duif, duifIE; skaap, ska-pIE; kop, kop-pIE; stompIE; boekIE; huisIE; nes-sIE; ro-sIE; lig-gIE; vy-gIE.

Nouns in L, M, N, R preceded by a short vowel

val-lETJIE; dam-mETJIE; pan-nETJIE; kar-rETJIE.

Nouns in L, N, R preceded by a long vowel
bylTJIE; maanTJIE; oorTJIE.

Nouns in M preceded by a long vowel or L or R:
naamPIE; armPIE; skelmPie.

Nouns in D or T:
bordJIE; baardJIE; potJIE; pootJIE.

Nouns in a long open vowel
vrouTJIE; seeTJIE.

Geagte (honoured, "dear") vriend of vriendin,— Ek beskou (consider) nie dat 'n besondere (special) klomp oefeninge (lot of exercises) in verband met (in connection with) die onderwerpe (subjects) wat ons in hierdie les behandel het (treated), nodig (necessary) is nie . . . .

Oh, dear me; must I translate every word . . . . *nodig is nie — voorbeelde (examples) van hierdie dinge kom so dikwels voor (occur so frequently) dat jy by elke stap daaroor sal val. Laat ons liewer probeer om verder woord-groepe in die hande te kry.*

Neem die werkwoord GAAN:

Help, ek verGAAN (perish).

Laat my beGAAN (go my own way).

Die son sal aanstons ónderGAAN.

Daardie Engelse woord het my op die oomblik (moment) ontGAAN (escaped my memory).

(*Onthou tog: ONTHOU is die teenoorgestelde — opposite: onthou is—to retain, to remember.*)

Van daardie werkwoord GAAN het ons die naamwoord GANG (pace, going, passage). Laat ons sien wat ons daaruit kry:

Die droogte is die *onderGANG (ruin, downfall) van die boer.*

Die boek maak opGANG (sensation).

Geen toeGANG!—No admission.

Waar is die inGANG en waar is die uitGANG (entrance and exit)?

Geen deurGANG! — No thoroughfare.

Wag, daar is baie meer GANGE, maar hierdie klompie is voorlopig (for the present, provisionally) genoeg. Laat ons GAAN se teenoorgestelde neem: KOM.

Van die werkwoord KOM het ons die naamwoord KOMS (a coming). Laat ons sien wat ons daarmee kan maak:

By my aanKOMS (arrival) het hulle my ontmoet (met).

Wat die verlede (past) was weet ons; wat die toeKOMS is weet ons nie.

Sorg (ons het hierdie woord gehad) — sorg dat jou uitgawe (outgivings, expenditure) minder is as jou inKOMSTE (incomings, income).

Daar was 'n groot opKOMS (upcoming, attendance) op die vergadering (foregathering, meeting).

(*Vir 'n vergadering kan 'n mens ook sê 'n "byeenKOMS" — a together-coming*).

Daardie vreemdeling (stranger) se voorKOMS (appearance) geval my nie (does not impress me favourably).

Nog een woordjie. SIG is dieselfde woord as julle Engelse SIGHT, al het julle nie die uitspraak van die G behou nie. Ons het: geSIG (face); toeSIG (supervision); oorSIG (oversight, resumé);

in hierdie opSIG (in this respect); ten opSIGTE van (in respect of); verSIGTIG (foresighted, careful); omSIGtig (circumspect); SIGbaar, visible; onSIGbaar.

Ja, en ek het netnou die woord "uitspraak" gebruik. PRAAT is "to talk," "to speak"; 'n ander woord vir "to speak" is SPREEK. Daarvandaan kom: SPREKER; beSPREEK (bespeak, arrange for, book); verSPREEK (to make a slip of the *tongue*) *en 'n skare* (*crowd*) *meer. Maar ek is agter die naamwoord wat ons van die werkwoord kry, namelik SPRAAK* (*speech*). *En daarvandaan*: toeSPRAAK (a speech); aanSPRAAK (claim); voorSPRAAK (advocacy, verbal championship); SPRAAKsaam (talkative); breedSPRA-KIG (loquacious, verbose); *ah, and there we have it* — SPRAAK-kuns — Grammar.

Maar tot my verdriet (*sorrow*) *moet ek stop anders maak ek hierdie spraakkuns te lank.*

My vriend — my gedagte is nog altyd met die GANG aan die gang (*aan-die-gang, busy*) *— met aanhoudende* (*on-keeping, continuous*) *voortGANG* (*progress*) *sal jy snelle* (*quick*) *vooruitGANG* (*advance, improvement*) *maak. Van harte wens ek jou dit.*

Met hoogagting (*high respect*)
Jou vriend en dienaar,
Die Skrywer.

LESSON X

VERBAL COMPOUNDS

This is a short lesson — I am purposely making it as short as I can — but the subject is important enough to have a chapter to itself.

When you come across a word like this :

lewensversekeringsmaatskappyvergadering

it naturally irritates you. But it is not really Afrikaans; it is jargon. Still there are shorter compounds which in the form in which they occur are often not to be found in the dictionary. But you soon learn to break them up into their component parts — to turn *tafelpoot* into *tafel-poot, bondgenootskap* into *bond-genootskap, besproeiingsraadsvergadering* into *besproeiings-raads-vergadering*, and so on.

I do not think these compound noun-forms constitute a serious difficulty; nor do I consider it necessary to say anything more about them here.

But difficulties do arise where the parts are sometimes compounded and then again separated. Thus :

Ek het skoolgegaan, but
Ek gaan skool.

This sort of thing happens where the verb is part of the compound, and it is to these verbal compounds, or compound verbs, that I beg you to give your special attention.

I am afraid the exposition that follows is somewhat technical. But if the grammatical terms worry you, STUDY THE EXAMPLES ALL THE MORE.

Verbal compounds are made up of (a) a verb and a noun; (b) a verb and an adjective; (c) a verb and an adverb; (d) a verb and a preposition. Let us take one of each and group them according to form and position. In your dictionary you will find the form that ends with the verb and is written together. Thus, having come across this sentence:

Die dief STEEK die geld wat hy gesteel het WEG, you will want to know that WEGSTEEK is the word to look up, and then you will find that the whole word together means *to conceal.*

Well, let us take the dictionary form first.

A.

(a) *Die kinders moet SKOOLGAAN.*
Dis nodig dat die kinders SKOOLGAAN.

(b) *Die meisie sal haar klere SKOONMAAK.*
Dit sal goed wees as sy haar klere SKOONMAAK.

(c) *Die dief sal die geld WEGSTEEK*
As die dief die geld WEGSTEEK

(d) *Ek wil my AANTREK.*
Wag tot ek my eers AANTREK.

You observe when this form occurs: when, according to our rule, the verb comes at the end; that is, either in a principal clause where there is a present or future auxiliary, or else in a subordinate clause where the whole verb comes last. And these are the only instances where the dictionary form occurs.

Now there is one other instance where the whole composite verb is written together, and that is in the past participle, with the GE in between:

Die dief het die geld WEGGESTEEK.

Ek het my AANGETREK.

Die kinders het SKOOLGEGAAN.

Die meisie het haar klere SKOONGEMAAK.

In all other cases the component parts are separated. I proceed to give random examples:

As ek kerk-toe gaan, TREK ek my nuwe klere AAN.

Die meisie het nie lus om haar klere SKOON te MAAK nie.

Omdat hy bang is STEEK die dief die geld wat hy gesteel het in die bossies WEG.

Now, I have been waiting for you to make an important discovery for yourself and I take it that you have done so. That is, that all these examples are mere special applications of our general rules governing sequences; that the occasional writing together of the parts as if space were too precious to waste is a mere stupid accident of orthography; and that each part occupies the position in the sentence that belongs to it independently as verb, noun or adverb. (The prepositions and adjectives may for this purpose be regarded as adverbs which, in fact, they have here been turned into.)

I need not insist upon the extreme importance of the exercise that follows. In the first portion I have written the verbal compounds, whether together or separate, in capitals. In the remaining portion you will pick the forms out for yourself.

A.

My kneg LOOP WEG. My kneg het WEGGE-LOOP. My kneg het lus om WEG TE LOOP. My kneg sal seker een van die dac WEGLOOP. LOOP maar WEG. Dis goed dat jy maar WEG-LOOP.

Ek LEI WATER in my land. As die liewe reën tog maar wil kom, sal ek WATERLEI. Ek het nie lus om vandag WATER TE LEI nie. Wanneer ek WATERLEI, LEI ek WATER.

Jy loop te vinnig; ek kan nie BYHOU (keep up) nie. Ek is te moeg om BY TE HOU. Ek vind dit onmoontlik om jou teen hierdie swaar opdraend (up-hill) BY TE HOU.

Wil jy SAAMGAAN (together-go, accompany)? Kom, GAAN SAAM. Kom, asseblief, GAAN tog vandag met my SAAM. Het jy nie lus om SAAM TE GAAN nie?

OPVEIL is in Engels "to put up to auction." Sal jy die eerste die plaas OPVEIL en dan die los-goed? Ek sal bly wees as jy eerste die plaas wil OPVEIL. Dit sal goed wees om eerste die losgoed OP TE VEIL. Toe (go on); VEIL OP. Toe, VEIL maar OP: Toe, VEIL eerste die skape OP. Het jy die plaas OPGEVEIL?

UITTREK is "to undress." Ek TREK my UIT. Ek TREK my AAN. Jy TREK jou AAN. Sy TREK haar AAN. Ek TREK my ou klere UIT en my nuwe klere AAN. My ou klere TREK ek UIT. Die nooi is besig om haar AAN TE TREK. Sy het klaar AANGETREK. Sy sal klaar AANTREK. As sy UITGAAN, TREK sy AAN. As sy AAN-TREK GAAN sy UIT.

B.

Sal jy asseblief vir my die deur oopmaak? Maak tog die deur vir my oop. Ek weet nie waarvoor jy die deur toemaak nie; jy kan hom netso goed laat oopbly. Maak die deur oop. Ek het hom oopgemaak.

Vir "aanbeveel" kan jy ook sê "rekommandeer", maar "aanbeveel" is mooier. Moenie jou self aanbeveel nie. Dit behoort (ought) nie vir jou nodig te wees om jou werk aan te beveel nie; as die werk goed is, sal hy hom self aanbeveel.

Die Kaffer het sy maat doodgeslaan. Pas op, die Kaffer sal jou doodslaan. Nee, hy sal my nie doodslaan as ek hom nie onreg aandoen nie. Slaan maar dood. Moenie doodslaan nie. Dis makliker om dood te slaan as om weer lewendig te maak. Ek het nie lus om dood te slaan nie. Skiet die slang dood anders sal hy jou doodbyt.

"Wegraak" beteken omtrent dieselfde as "verdwyn." Ek moes beeste oppas maar ek het aan die slaap geraak en toe het die beeste weggeraak. Moenie aan die slaap raak nie. Moenie wegraak nie. Moenie die beeste laat wegraak nie. As die kat kom raak die muise weg. As die muise nie in hulle gate wegraak nie, raak hulle in die kat se maag weg.

Ja, ek het jou mos gevra om my te help onthou, dit wil sê om my te herinner (to remind me), om melding (mention) te maak van die on-skei-bare (skei — to part, separate; onskeibaar — inseparable) werkwoorde nadat ons met die skeibare klaar is. Moet ek weer Engels praat? Nou ja.

The separable composite verbs, we have seen, are now and then — very rarely — written as one word by a mere whim of our spelling-masters. The inseparable ones, as their name indicates, are NEVER broken up. They behave in every respect like ordinary simple verbs. The only reason for mentioning them specially is that there are constructions where the learner may be apt to confuse the two.

Please remember, the separables — those we have been exercising with — have the accent away from the verbal part (when they are written in one); thus:

vóorkom, to come before, to appear
Dit kom my vóor dat dit 'n gocie plan is.
Dit het my vóorgekom dat . . . .
Wanneer 'n ding my reg vóorkom . . . .

But there is a different verb *voorkóm—to prevent:*

Hoe sal ons die kwaad voorkóm?
Ek sal probeer om die kwaad te voorkóm.

Do you notice? TE VOORKOM, and not VOOR TE KOM, like *skool te gaan, aan te trek,* and so on. In other words, I repeat, VOORKOM' is and always remains, one word. It is a verb like *ontkom,* to escape. Ah, and do you remember these prefixes I asked you to? —

BE, ER . . . . what are the others? Verbs so prefixed take no GE in the past participle: *Ek het BE-sluit (determined), and NOT: Ek het GE-BE-sluit.* Well, the inseparables similarly do without (kom klaar sonder) the GE:

Ek het die kwaad voorkóm,

And NOT:

Ek het die kwaad ge-voorkóm

(nor, of course, as we have seen, *voor-ge-kom,* because that would be putting asunder what is inseparably joined together).

So :

My kop was seer en toe het ek na die water toe gegaan en hom óndergehou. Dis goed om jou kop óndér te hou. Hou maar jou kop óndér.

BUT :

Is jy in-staat (in a state, in a position, able) om jou kinders te ONDERHOU' (support)? Het jy hulle tot hiertoe behoorlik (properly) ONDERHOU'? ONDERHOU' jy jou kinders!

Other inseparables are : *ondergaan' — to undergo; ondersteun' — to support with assistance (onderhou' is to support entirely); oortref' — to exceed, to excel; oortree' — to trespass; oorléwe — to survive.* There are not too many more.

LESSON XI

A LITTLE TALK ABOUT IDIOMS

This chapter is — like the rest of the book, only more so — intended, not so much to teach things by rule but, on the contrary, to show by repeated illustration that a language cannot be effectually learnt by rule but must be learnt by practice.

Afrikaans is unequalled in its poverty of the things that do not matter, the things of the flesh. It is likewise unequalled in its wealth of the things that do matter, the things of the spirit. Its mother, High Dutch, and its aunt, High German, frivolous even in their old age, are very fond of silly furbelows and fripperies. They like to say *Ich trage, du traegst, er traegt,* where we say *Ek dra, jy dra, hy dra.* Also they love to distinguish the masculinity of a girl's foot from the femininity of her hand and the neutrality of the girl herself, and to extend these distinctions to other parts of the sentence, saying *Einen schoenen Fuss, eine schoene Hand,* and *ein schoenes Maedchen.* From such irrationalities Afrikaans has broken away. As in English, we are satisfied with the pretty foot and the pretty hand of a pretty maiden, without caring for a he-foot and a she-hand attached to an it-wench. And these are material things, things of the flesh. Like English, only more so, Afrikaans has discarded them.

But one may know every word in the Afrikaans language and every grammatical rule and yet not be able to use the language. There is something more than external form. There is the inner spirit, the

genius of the language, the word-pictures it paints; the little turns and tricks of expression, breathing the vividness and animation of life; the idioms charged with the laughter or with the tears of a people's varied past; the homely simplicity here, the philosophical depth elsewhere — all these things cannot be learnt by rule, any more than meteorology can classify the glories of the sunset or zoölogy analyse the affection of the dog. Afrikaans is a very live thing.

For *I love you,* you can say in Afrikaans *Ek bemin jou.* But that would be lip-homage. The language of the heart says *Ek het jou lief — I hold you dear.* That word *lief,* waiting, as it does, for the end of the phrase as if to ensure by the last fading echo an abiding memory, carries all the association of sweetness of its other forms: *liefling, geliefde, verlief, liefde.* I am trying you see, and clumsily failing, to convey what I mean by the heart of a language that throbs with thought and feeling.

Incidentally, the example just given is one of an endless multitude of instances where you cannot turn an English expression into its corresponding Afrikaans expression by merely translating the words. I must content myself with a very few more illustrations. I could write an encyclopaedia of corresponding Afrikaans and English idioms, but, at that, my list would yet be incomplete and then the greatest sage could not by a life's memorising learn them from there although every child learns them without the least conscious effort by daily use.

Talking of love — Shakespeare makes King Henry the Fifth ask the French Katherine:

"Do you like me, Kate?"

Kath. *"Pardonnez-moy, I cannot tell vat is 'like me'."*

K. Hen. *"An angel is like you, Kate, and you are like an angel."*

Corresponding to this last *like*, we have the word *gelyk — similar, equal, even,* and from it the word *gelykenis—parable.* But *I like you* is not *Ek gelyk jou* nor *Ek lyk jou.* It is *Ek hou van jou — I hold of you.* A little stronger than this, but by a long way short of *Ek het jou lief*, is *Ek is lief vir jou — I am fond of you.*

We have a verb *raak — to touch, to hit.* (You have made a little of its acquaintance.) To express what is conveyed by the English *Idon't care* in the sense of *It is no concern of mine,* we used to use this word *raak: Dit raak my nie — It touches* or *hits me not.* And we can still say so. But when we very strongly protest our indifference, the emphasis carries the *t* of the *dit* on to the *raak.* So we have evolved the stronger word *traak: Dit traak my nie,* and having this new word we keep the *t* even where no *t* precedes: *Ek sien nie hoe dit jou traak nie — I don't see what business it is of yours,* an expression so forcible that it has the effect of an oath without its blasphemy. (There is really no excuse at any turn for swearing in Afrikaans.) But we have put this word *raak* to further use. As you remember, we form the passive voice by means of the auxiliary *word — Ek word geslaan —* which is much more striking than the English verb *to be* in *I am struck.* But even this strong word *word* has a stronger alternative in *raak. Ek raak gekul* means something more than *I am cheated —* something like *I fall into being cheated,* just as *Ek raak aan die slaap* means

something like *I fall asleep, I fall into sleeping.* But the real shade of meaning eludes my English compass. For *I disappear,* you may say *Ek verdwyn* which is a very exact translation. But *Ek raak weg* is something more than a mere colourless narrative. It is something like *I undergo a process of vanishing.* And this same *raak* is also used as an adjective. *'n Raak skoot* means *A hitting shot. 'n Raak woord* is a word that hits the nail on the head and drives it home. Furthermore, *raak* becomes an adverb in *Ek skiet raak—I shoot a hit.* Against which we have the more probable event expressed by *Ek skiet mis — I shoot amiss.*

With difficulty I restrain myself from going on with these examples indefinitely. It is obvious that no grammar or dictionary, certainly no conscious memorising of lists of idioms, can put the student in possession of all the instances where a literal verbal translation from the one language into the other produces no equivalence. Still less is it possible in that way to arrive at the degree of mastery of the acquired tongue which gives the foreign learner the ease and effectiveness of the native. Our best Afrikaans literature, that which is really alive and instinct with the soul of the people who have evolved the speech — that which is concrete, homely, personal, intimate — and not merely formally correct like the lifeless pattern-mongering of professional jargon—that literature I believe to be incapable of translation into any other language. And therefore the Afrikaans learner must from the outset accustom himself to become an Afrikaans thinker. While he is hearing, speaking, reading, writing Afrikaans, he must forget his English.

By way of insisting, if possible, yet more strongly upon the point I wish to make in this lesson, I append a passage of as simple a literary form as I could find. It is taken from a child's book (*Die Eensame Hoop*) written, of course, with no idea of piling up idioms for purposes of linguistic illustration. The words in italics are explained in the notes that follow the passage.

HOOP OP DIE UITKYK

In die tyd van *vammelewe* waar ons storie begint, was daar nog nie een witmens hier in *ons ou land* nie. Daar waar die grote Kaapstad nou lê, aan die voet van die *yslike* berg wat *gelyk is van bo* nes 'n tafel en *daarvandaan toe ook* later die naam gekry het van Tafelberg, en tussen die berg en die see, op die kus of strand van Tafelbaai, daar het ons *nooientjie,* die Hoop van Suid-Afrika, *baie keer* gestaan in daardie dae en verlang dat daar moes witmensies oor die see kom om haar heerlike land te kom *bewoon en bewerk.* En deur lange, lange jare het sy gewag maar daar kom niemand nie. En *as sy nou* somtyds baie ongeduldig en hartseer geword het, dan het sy tussen die ruie bosse deur geloop, baie versigtig dat hulle nie aan haar groen syrokkie moes haak nie; en die tiers het geknôr vir haar en die leeus het gebrul en aaklike slange het hulle koppe opgetel en hulle nekke platgemaak en geblaas *nes* kwaai katte. Maar geeneen van hulle kon vir haar seermaak of aanraak nie, want sy is *mos* onsterflik. En so het sy dan deur die bosse gekruip en gesukkel tot hoog teen die berg, en op en op, en die steil kranse uitgeklim *tot bo.* En as ons toe hier

onder was waar die stad nou is en ons sou opgekyk het, dan *sou ons haar kon gesien het,* daar bo teen die bloue hemel, eensaam en verlangend. Die sterretjies *het maar* geflikker en *gefonkel* op haar koppie en die goue ketting en die goue anker het geblink teen die groen van haar rokkie. En dan *staan sy maar daar* en sy kyk uit oor die grote bloue see. Maar die see was eensaam en verlate, net soos sy. Nou het die golfies geskitter in die sonlig soos die watertjies op en neer dans; en dan weer was daar 'n geweldige storm en die branders het soos berge aangekom en op die rotse gestort met 'n gebulder soos donderslae, asof hulle haar land wou inneem en vir haar van die berg af wegspoel. Maar soos die leeus en die tiers en die slange haar nie kon seermaak nie, so kon die watergolwe haar ook nie deer nie. Want sy was altyd onsterflik.

En as sy dan met haar droewe en ledige ou hartjie lank daar gestaan het en uitgekyk het oor die ledige see en daar kom nog altyd niemand nie dan het sy omgedraai met haar rug na die see en haar gesig na die binneland toe; en sovér as wat sy kon sien was haar land *ene woesteny*. Paaie of tuine of wingerde of vrugtebome of landerye of witmenshuisies was nergens en nergens en nergens te sien nie; net maar grote en *donkere* houtbosse en dorings en onkruid, en daartussen-in ongediertes wat mekaar verskeur en wilde mense wat mekaar vervolg en bekruip en vermoor en nog wreder was as die ongedierte. En so het die dae verbygegaan die een na die ander, en die maande het jare geword, en een jaar na die ander het gekom en gegaan, baie, baie jare, meer as wat julle kan tel en meer as wat ou Oom kan tel.

Op die uitkyk. On the look-out. Outlook, prospect, is in Afrikaans *vooruitsig — fore-out-sight.*

vammelewe. Lit., *from my life, during my past experience.* Used for a more distant past — *in the days of yore, in olden times.*

ons ou land. This does not mean *our old country,* as little as the German *unser alter Gott* means *our old God.* The *ou* is a term of endearment, as a wife may speak of her *ou man.*

yslike. Yslik — terrible, stupendous.

gelyk van bo. Even from above, flat-topped.

daarvandaan. Therefrom, thence. The *vandaan* may be used separately — *Waar kom jy vandaan? — Where come you from?* The opposite is — *Waar gaan jy heen? Where go you towards?* For *heen* we also use *na-toe: Waar gaan jy na-toe? —* So: *daarnatoe,* same as *daarheen.* We may say *Ek gaan na die Kaap,* or *na die Kaap toe,* or simply ek gaan *Kaap-toe.* So *huistoe* is *housewards.*

toe ook. Then also, accordingly.

nooientjie. Maiden. The diminutive ending *tjie* here does not necessarily imply littleness. It is a verbal caress. So the *Ou man* may call his wife *Vroutjie.*

baie keer. Many a time.

bewoon en bewerk. Inhabit and cultivate. Ek woon, ek werk — I reside, I work. Ek bewoon — I reside in (but the Afrikaans means rather more; it expresses a transitive action). *Ek bewerk — I work at* or *on.* This *be* is a very common prefix.

as sy nou. The *nou* here is not the temporal adverb *now*; it is a mere idiomatic particle. It could sooner be translated by *then.*

nes kwaai katte. Just like angry cats. From *net so as — just so as*; thence *netsoos,* thence *nes. Netsoos* is used for stronger emphasis.

mos. Untranslateable. Here used in the sense of self-evident finality: *Why, she is immortal.*

tot bo. Until above, right to the top.

sou ons haar kon gesien het. Would we her could seen have — had we been down below, *we could have seen her.*

het maar gefonkel. The *maar* is again untranslateable. Probably there is an equivalent particle in Greek.

staan sy maar daar. Same here.

ene woesteny. One uninterrupted wilderness. This *ene* here is a strengthened form of *een,* like *'n groot huis, 'n grote huis.* It may even be used with the plural: *Die land was die ene dorings — The country was one mass of thorns.*

I have left some idioms unnoticed. I am sure you . . . . ek is seker jy het hulle raakgesien.

LES XII

AAN DIE LEERLING, PERSOONLIK

My liewe Vriend(in),—Dis 'n lees-les hierdie, al is dit 'n brief. Moet hom tog nie ongelees laat omdat hy 'n brief is nie. En behandel hom soos al die ander oefeninge, soos ek jou in die begin aangedui het: lees hom vyf-, sesmaal hard op; vertaal hom dan in Engels; maak die boek toe; vertaal jou Engels terug in Afrikaans; maak die boek weer oop; vergelyk jou Afrikaans met myne; maak . . . . jou . . . . foute reg — as jy dan nou nog hier en daar 'n foutjie maak!

Tot hiertoe het ek met jou Engels gepraat om jou Afrikaans te leer. Dit was nie goed genoeg nie, maar dit was die beste wat ek kon doen. Op een of ander manier moes ek my mos tog inmers (!) aan jou verstaanbaar maak. Maar ek sê dit was nie goed genoeg nie. As 'n mens 'n taal wil aanleer, het jy ál jou aandag daarby nodig, sonder om nog aan 'n ander taal te dink, al is daardie ander ook jou eie. Toe jy, as 'n kindjie, jou eie Engelse taal geleer het, het jy net Engels alleen gehoor. As ek jou van die begin af persoonlik kon Afrikaans geleer het, sou ek nie 'n woord Engels met jou gepraat het nie. Ek sou jou met-eens gewénd gemaak het om Afrikaans te dink tot jy jou Engels (vir die oomblik) vergeet het, en vergeet het dat Afrikaans 'n vreemde taal is. Nee . . . . ek sou dit darem nie kon gedoen het nie!

Maar nou sal ek jou sê wat om te doen. Mag ek? Asseblief. Wanneer jou volgende vakansie kom,

probeer om te reël om in 'n Afrikaanse huisgesin te gaan bly. Maar pas tog op: ons Afrikaanse Afrikaners — ek meen ons wat "Dutch" genoem word, wat ons nie is nie — is baie lief om Engels te praat. Sê vir die dierbare mense waar jy gaan bly jy het nie daarheen gekom om Engels te leer nie: jy wil net skone, blote, pure Afrikaans hoor en nie een enkele Engelse woord nie. Dan sal jy in veertien dae meer Afrikaans leer as wat ek jou met my grammargedoente in ses weke kan leer. Want, ek herhaal, en ek herhaal weer en weer, en oor en oor — wat jy nodig het is oefening, OEFENING, *OEFENING. Netsoos iemand wat musiek leer, of snelskrif — of soos jy gewoon geleer skryf het. (Ek wens jy kon sien hoe mooi en hoe vinnig ek hier skryf. Maar ek OEFEN al meer as veertig jaar daaraan!) Om 'n taal te gebruik is 'n kuns, nie 'n wetenskap nie. Eers dan ken jy 'n taal wanneer jy nie oor jou woorde hoef te dink nie; wanneer hulle vanself kom. En daarom moet jy, van die begin af, aanhou met praat en luister, en lees en skryf;* aanhou, AANHOU, *AANHOU.*

En nou omtrent die lees. Ek wil graag hê jy moet boeke en koerante en tydskrifte in die hande kry soveel as jy maar kan. Maar moenie van die begin af moeilike stukke neem nie. Hulle sal jou bang maak en jy sal dink Afrikaans is te swaar vir jou om ooit te leer. EN DIT IS NIE SO NIE.

Dis nie 'n leesboek hierdie nie, maar ek laat hier 'n paar kort lees-lesse volg. En, asseblief, maak nou so: waar jy 'n woord kry wat jy nie ken nie, en nie uit die verband kan raai nie, soek hom in jou woordeboek op en onderstreep hom. Maak netso met elke moeilike woord-verbinding (konstruksie) of idioom.

Onderstreep hom, en vra iemand om jou uit te lê wat hy beteken. Dan, wanneer jy op die end van die stuk kom, gee jou aandag vernamelik aan die onderstreepte woorde en uitdrukkings sodat jy hulle in die toekoms onthou. Dis genoeg om dieselfde moeilikheid eenmaal te ontmoet.

Wat versies betref — poësie, bedoel ek — ek sit 'n paar vertaalde Engelse gesange hierby. Ek wil eintlik nie hê jy moet jou meer as wat nodig is met vertalings moegmaak nie — jy moet jou, so gou as dit moontlik is, by die een taal hou, soos ek reeds gesê het. Maar 'n mens kan nooit 'n gedig letterlik vertaal nie; ek dink dit sal in hierdie geval goeie oefening wees vir jou om die oorspronklike Engels by die Afrikaans te sit en te vergelyk WAAR DIE VERTALING NIE SUIWER IS NIE. Miskien kan jy ook my Omar Khayyam *kry, met dieselfde doel. Die Engels van FitzGerald en my Afrikaans is daar langes mekaar gedruk.*

BLY, HEER BY MY!

("Abide with me", Lyte)

Bly, Heer, by my. Die nag is snel aan't daal.
Laat deur die donker my Ú lig bestraal;
Is daar geen hulp of uitkomste te kry —
O Hulp van hulpeloses, bly by my.

Ten einde spoed ons korte lewensdag,
Dof word die glans van aards genot en prag,
Verand'ring en bederf is rondom my —
O Heer, wat nooit verander, bly my by.

Ek vra nie net 'n woord of net 'n groet,
Maar soos by U dissiepels, sag en soet,
Gesèllig en gemeensaam, vriend'lik, vry —
Bly nie as vreemd'ling maar as vriend by my.

Kom nie as Koning met gesag en skrik,
Maar kom my met U liefde-salf verkwik —
Met trane vir my leed, 'n hart wat ly
Met myne, bly, o Sondaarsvriend, by my.

My vroeë jeug was deur U heil bekoor,
Daarná het ek U uit my hart verloor;
Maar as ek U verlaat het, Heer, dan bly
Soos U my nooit verlaat het, trou by my.

U bystand kan ek nooit een uur ontbeer —
Hoe sonder U sou ek versoeking weer?
Waar kan ek nog soos U 'n Leidsman kry?
Deur wolk en sonneskyn, o bly by my.

Met U by my vrees ek geen vyands haat,
Deer my geen leed, verbitter my geen kwaad.
Dood, waar's jou prikkel? Graf, jou segepraal?
Met God by my sal ek die sege haal.

Heer, openbaar U aan my sluitend oog,
Skyn deur die skemer; wys my na omhoog.
Die Hemel daag. Laat aardse skaad'wees bly —
Deur lewe en deur dood, bly, Heer, by my.

LEI, VRIEND'LIK LIG!

("Lead, Kindly Light," Newman)

Lei, vriend'lik lig! Dis donker om my heen,
Lei, Heer, vir my;
Ek swerf, 'n vreemd'ling, ver van huis, alleen;
Lei tog vir my.
Bewaar my voet; ek vra U nie om my
Daar ver te wys, maar tree vir tree te lei.

Nie altyd het ek so van U begeer
Om my te lei:
Ek wou my koers self kies; maar nou, o Heer,
Lei U vir my;
Met dwase trots, oproerig, wou ek leef:
Vergeet tog wat verby is, en vergeef.

U mag wat my so lank bewaar het, bly
My toeverlaat,
Deur donker bos, oor krans en kloof, tot by
U daeraad —
Tot weer die engel-beelde my bekoor
Wat ek so vroeg bemin het en verloor.

DIE WATERNOOIENTJIE

In die kinderstorietjie Brolloks en Bittergal *kom daar 'n "Waternooientjie" (meermin, mermaid) voor. Met die volgende gesangetjie lok sy die seuntjie Kosie aan om by haar te kom woon onder die water:*

Die Lied van die Waternooientjie

Ek droom waar stille waters rus
En skaad'wees sagte koelte sprei;

Ek slaan met branders teen die kus;
Ek sing en dans waar bekies gly —
Kom, mense-kindjie, woon by my!

Ek verf die reenboog aan die lug,
En witte wolkies dra vir my:
Dan strooi ek pêreltjies terug,
Oor berg en vlakte, veld en vlei —
Kom, kindjie, kom tog by my bly!

Diep in die see is my paleis,
Van rooi korale is my kroon;
Die vissies trek my waar ek reis,
En skulpies dek my wondertroon —
Kom, kindjie, kom tog by my woon!

Kom, kindjie, word my water-seun;
Kom dans met my waar bekies gly;
Kom raas met my waar branders dreun;
Kom droom met my waar skaad'wees sprei—
Kom, kindjie, kom — kom bly by my!

DIE SONNEMEISIE

In dieselfde boekie kom daar ook 'n "Sonnemeisie" voor. Sy woon nie in die waters van die grasveld — aan die see-kus — nie maar in die sonnige lug van die Karo. Die volgende beskrywing word van haar gegee, met die teëstelling tussen haar en die Water-nooientjie:

Wie dan die Sonnemeisie is

Maar nou sal die kindertjies die verdere beloop van die storietjie nie kan verstaan nie of ek moet hulle eers vertel van die Sonnemeisie.

In die houtbos-wêreld van die vorige storietjie van Kosie en Rosie, daar tussen die berg en die see, sal die kindertjies onthou is daar baie water. Dit reën daar oorvloedig, somtyds meer as te veel, sommer weke aaneen. Daar is riviere met groot seekoegate, ander riviere waar die see in opstuit met vloed tot vér in die land, skuimende strome wat van die sye van die berge rasend neerstort. En dan is daar die yslike onafsienbare see. En dáár, omdat daar so baie waters is, is die verblyfplek van die Waternooientjie.

In die Karo is dit net anders-om. Daar het jy nie 'n land van vleie en waters, van wolke en reëns, van dampe en deinsige mistigheid nie; nee, daar leef jy onder 'n bloue hemel en in 'n heldere lug sodat jy van end tot end oor die vlaktes kan sien. Ja, nie 'n land van skaduwees nie, maar 'n land van sonneskyn. Daar kon die Waternooientjie nooit bestaan het nie: sy sou daar dadelik doodgaan nes 'n vissie wat uit die water gehaal is.

Nee, die Karo het 'n ander nooientjie, die Sonnemeisie. Sy is nie maklik om te sien te kry nie, nes die Waternooientjie ook maar nie. Maar partykeer, as 'n mens op die warme middag in die middel van die somer onder die heerlike koelte van 'n doringboom gaan lê op jou rug, langes een van die droë riviere van die Karo, en jy luister na die sonnebesies en goggabesies en bytjies daar bo oor jou tussen die lower, dan hoor jy tussen-in 'n stemmetjie wat baie soeter is as hulle s'n—ja, en baie fyner en sagter, so sag dat jy hom nóu hoor en netnou is hy weer weg, en dis maar ál vir jou of dit skone verbeelding was, nes 'n socte droom van 'n gesangetjie wat daar van hoog uit die bloue lug kom. Jy kyk op, en daar is

die heerlike groene blaartjies met hier en daar 'n stippeltjie sonlig wat deurskyn. En tussen die blare, die goudgeel doringblommetjies wat self nes sonneglansies lyk. En dan, as jy lank opgekyk het, tot jy naderhand vaak word, dan net voor jou ogies toeval, sien jy deur die digte takke . . . net so effentjies 'n glim van 'n skynseltjie van blinkende goud. En dan raak jy aan die slaap en jy droom dat jy die Sonnemeisie gesien het. Haar haartjies is van goud; haar kleertjies is kunstig geweef van goue garing; agter haar skouertjies het sy twee vlerkies met goue vere wat blink soos die son. Om haar koppie is 'n krans van gousblomme gevleg; en in haar handjie dra sy 'n sonneblom.

En soos jy droom dat jy haar sien, so droom jy dat jy haar hoor sing; en dit is die gesangetjie wat sy sing:

Die Lied van die Sonnemeisie

Nooit hoor of sien die mensies my —
Ek steek my weg in sonneskyn;
En as die son die aand verdwyn,
Verdwyn ons albei, ek en hy.

Dan word die laaste hartjie seer;
Die wêreld trek rou-lanfer aan:
Jy sien net swart gedaantes staan,
En nergens groene bome meer —

En nergens meer 'n blommekleur
Van goud of blou of wit of rood:
Dis alles donker soos die dood,
Met rou-gewaad soos alles treur.

Maar elke oggend kom ek weer;
Met eerste dagbreek sien jy my
My glimlag oor die berge sprei —
En dan sien jy geen lanfer meer.

Ek toor met glimlag en met soen,
En gousblomme blink sonne-geel,
En sonneblomme goud-ferweel,
En doringbome goud en groen.

Ek maak die laaste hartjie bly
Met sonnegoud en lowergroen;
En al die mensies voel my soen —
Maar niemand hoor of sien vir my.

Nou ja, gesien het jy haar nie; gehoor het jy haar nie; jy het maar gedroom van haar. Maar soos jy van haar gedroom het, so is sy, die Sonnemeisie van die **Karo**.

NOG 'N BRIEF AAN DIE LEERLING

My vriend die leerling,—Hier volg 'n stuk of wat . . . .

Onthou jy? — Do you retain? — 'n Stuk of ses — a piece or six, about six, some six or thereabouts; 'n stuk of wat — a piece or what, a few . . . .

hier volg 'n stuk of wat briewe. Die briewe is alleenlik bedoel vir oefening. Ek het reeds herhaaldelik gesê, hierdie boekie is nie 'n leesboek nie, en nie 'n leerboek nie, en nie 'n oefenboek nie; hy is 'n gids—a guide-book—om jou te wys hoe om te leer en hoe om te lees en hoe om te oefen. Die oefenings wat hierin is, is GLAD TE

MIN. Maar nou darem—nevertheless, all the same—neem hierdie briefies vir verder oefening. MOENIE hulle gebruik vir model-briewe nie. Miskien sal die uitgewers iemand kry om 'n by-gaande—accompanying—model-boekie op te stel; ek deug nie—am no good—vir sulke werk nie.

I

Meneer,

Ja, Meneer; ons het net die twede-handse Ford waar u na soek. Hy het sewe-honderd-duisend myl geloop tot sy meter losgeruk het en daarvandaan het hy eers regtig op koers gekom. Hy wil nie meer staan nie; hy hardloop nou ál om ons pakhuis in die rondte solank as ons wag om hom aan u af te lewer. Die dele wat hy nog oor het, is nie die moeite wêrd om onrustig oor te voel nie. Sy voorwiele lê in Mosselbaai, sy bak in die Sahara, sy enjin by die Noordpool; en van sy skroewe en moere, soos van die empire af, gaan die son nooit meer onder nie. U sal dus dadelik verstaan dat hy oneindig doeltreffender is as toe hy uit die fabriek gekom het. As u nog nie tevrede is nie, kan ons nog dele laat afstamp, maar ons dink nie dis nodig nie. Hy stoom soos 'n wewenaar, hy blaas soos 'n kat, hy raas soos 'n meule, hy ruik soos 'n muishond, en hy jaag soos die blits. Ons sal hom op die pad sit na u toe wanneer ons reken dat u hierdie brief moet ontvang; dan kan u hom verwelkom wanneer u klaar gelees het. Daarom skryf ons nie meer nie buiten om te sê dat ons die prys aan u laat, en dat u versekerd kan wees van ons voortdurende welwillendheid.

U dienare,

II

Geagte Mevrou,

Dit is regtig baie lief van u om my te nooi om my vakansie by u op die plaas te kom deurbring. Dit sou vir my so 'n voorreg gewees het om kennis te maak met die huisgenote van my skool-vriendin. En dit sou 'n heerlike nuwe ondervinding gewees het om met die lewe en werksaamhede van 'n boereplaas in aanraking te kom. Elsie het my onstuimig gemaak met haar beskrywings van die vee-kraal en die lammertjies, die koei-melk en die pêrd-ry, die skaduwees van die doringbome en die son-gloed op die wye vlaktes. Maar—ag, die ellendige, ewige "mare" tog!—my vader moet op reis gaan en my moeder is sieklik; ons kan haar nie alleen laat nie. Mag ek my by 'n volgende geleentheid self nooi?

Met dankbare hoogagting,

U dienares,

III

Geagte Meneer,

Ek gee 'n klein geselligheidjie by my huis, aanstaande Donderdag-aand, aan die vriende in die buurte om my en my ou man te kom gelukwens op ons goue bruilof. Daar sal geen formaliteit wees nie. Sal u ons die genoeë verskaf om in ons vreugde te kom deel? En bring tog 'n paar musiekstukkies saam.

Met agting,

U vriendin,

Naskrif. Ons wil nie 'n verontskuldiging hê nie; ons wil u hier hê.

IV

My vriend,

Ek skryf swaar aan hierdie brief want dit maak my seer om jou seer te maak. Ek hoef jou nie te sê hoeveel agting ek vir jou hoë karakter het, hoe trou en diep my vriendskaps-gevoel vir jou is nie. Maar ek het nie die soort liefde vir jou wat my die reg sou gee, om my ontwil en om jou ontwil, om met jou te trou nie. Laat ons tog albei hierdie gebeurtenissie vergeet en laat dit tog asseblief geen vervreemding bring in ons gelukkige vriendskaps-betrekkings van soveel jare nie. Ons was soos eie broer en suster aan mekaar gcheg; my vriend, laat ons dit tog bly. Dit sal die enigste weg wees waarop ons albei troos sal vind vir die leed wat ons albei nou voel.

Met verdriet, maar met hoop,

Jou innige vriendin, soos altyd,

V

Meneer,

Ons waardeer u bestelling. Die grawe, krui-wa, en ogies-draad word vandag met die vragtrein afgestuur. Ons is seker u sal daarmee voldaan wees.

Wat die wind-pomp betref, moet ons ons spyt te kenne gee dat ons nie op die oomblik u bestelling kan uitvoer nie. Ons had gedog die voorraad sou voldoende wees, terwyl dit 'n nuwe fabrikaat is. Maar vandat ons advertensie verskyn het, het die bestellings van alle kante so toegestroom dat ons al drie maal gekabel het om groter besendings. Ons het vyf ander merke van wind-pompe in voorraad, almal óu-beproefdes; u sal die pryse sien in die katalogus wat ons hierby insluit. Maar beide wat prys en werk-vermoë betref, sou ons u aanbeveel om liewer

'n drie weke te wag en die nuwe te kry. Sal u so vriendelik wees om ons te berig wat u verkies?

Met die versekering van ons voortdurende diens-willigheid, en met hoogagting,

U dienare,

VI

Waarde Heer,

Mag ons tog so vry wees om nog 'n maal die ingeslote rekeninkie onder u vriendelike aandag te bring? Ons is baie jammer om lastig te wees.

U dienare,

VII

Meneer,

Ons het al byna die bedrag van die ingeslote rekening met posgeld verdubbel. En van die ander kant af hou die mense wat ons aan skuld, aan om posgeld te betaal om die geld uit ons te kry wat ons nie uit u kan kry nie. Dink u nou dis reg?

U haastige dienare,

VIII

Meneer,

Dit sal vir weerskante, vir u en vir ons, aangenamer wees, en voordeliger ook, as ons die eenvoudige besigheidjie van die rekeninkie wat nog teen u uitstaaande is, en wat ons hier vir die hoeveelste maal insluit, self tussen ons kan afhandel sonder om die hulp van 'n prokureur daarby in te roep. Dink u nie ook so nie? Vertrouende dat u net so bereidwillig is tot 'n vereffening as ons,

U dienare,

IX

WelEdele Heer,

In antwoord op u advertensie is ek so vry om my aan te beveel vir die betrekking van klerk in u winkel. Ek het tien jaar ondervinding gehad en ek sluit hierby afskrifte in van getuigskrifte van my vorige emplojeerders. Mondelings is ek heeltemal tweetalig; met skrywe maak ek nog foute in my Afrikaans, maar ek het net 'n kursus deurgemaak en is besig om die studie van die taal ernstig voort te sit. My privaat dosent is so vriendelik om in die verder ingeslote briefie te getuig van die vordering wat ek tot hiertoe gemaak het.

Met agting,

U dienswillige,

XII

Geagte Buurman Koos,

Jy weet ek is nie 'n lastige of ongeduldige man nie. Ook is ek nie 'n onredelike man nie: as jy vir my sê dis my eie skuld dat ek hier kom woon het sonder om eers te ondersoek watter soort ander mense reeds hier woon, dan gee ek jou gelyk. Ek begryp dat ek moet verlief neem om te slaap soos ek my kooi gemaak het. Ja, dis juis daaroor dat ek aan jou skryf. Ek wil slaap en ek kan nie. Jy kan slaap; jy sal my kan sê hoe ek ook dit kan regkry.

Ek bewonder jou, Buurman. Jy slaap heerlik, stil en sag en vas soos 'n suigling, sonder nagmerrie, sonder drome of dit moet soetes wees. Jy bly vet en fris en opgeruimd. En 'n mens moes verwag het dat jy 'n epekonderse wrak moes wees

of 'n rasende in 'n gekkehuis. Buurman, jy is wonderlik.

Want kyk, Buurman, jy het meisiekinders, nie meer te jonk nie, wat tot twaalf-uur in die nag klavier speel en sing, luide maar nie welluidend nie. Jy het 'n seun wat om een-uur tuis-kom van 'n ander singplek af, nog singende tot hy die voordeur met 'n donderklap agter hom toegooi. Jou losiesganger, of jou vrou s'n, word om twee-uur deur sy maats ingedra, vloek-vloek. Om drie-uur begint jou hane te kraai, en hulle word beantwoord uit die nabyheid en uit die verte, maar daar is geen finaliteit nie: 'n mens sou sê hulle was henne, elkeen wil die laaste woord hê, tot hulle met dagbreek uitgeslaap is van die kraai en hulle vlerke klop en van die steier afspring. Dan ook klop jou donkie sy twee ore teen mekaar nadat hy die nag deur wanhopig volhard het met oefening om te leer uitdrukking gee aan die gevoel van onreg wat hy koester oor die behandeling wat hy in jou diens ontvang. En ondertussen, deur die lange nagwake heen, was daar jou ses katte wat aanhoudend kerm onder die kruis van weersinnige liefdesbetuiging; jou koei wat by haar kalf wil wees en hy by haar; jou ander pluimvee, ganse, eende, makoue, kalkoene, tarentale, waaronder daar nag vir nag, soos dit klink, vernielende ongedierte is, buiten dat 'n mens geen gestadige vermindering in hulle getalle kan bespeur nie; en jou uil wat nou ses maande lank op jou dak te vergeefs sit en smeek dat die dood tog in die huis moet neerdaal.

En deur dit alles heen, Buurman Koos, slaap jy soos 'n doofstomme, soos 'n houtblok, soos 'n klipsteen, soos 'n ondierasie sonder senuwees. En gelyk

met die rooidag, en die geklop van donkie-ore en hane-vlerke, kom jy uit, gebad, geskeer, gekam, fresh as a daisy, stralend van gesondheid, blinkend nuut, oorlopend van lewe, en jy gryp jou grasmaaier en die berge weergalm. En dan kom jou vrou uit om die bespreking voort te sit van die intieme sake van julle getroude lewe wat gisteraand deur die aanvang van jou gesnork onderbreek was.

Buurman, dis genoeg. Ek swyg van die ander klanke en geluide en rumoere en gerase en lawaaie wat gedurig uit jou pandemoniese bedlam na die hemel opstyg en oor die aardse buurte sprei. En jy slaap, slaap, slaap, soos 'n dooie.

Buurman Koos, my liewe buurman — stuur my tog asseblief jou reseppie. Draer van die briefie sal wag daarvoor.

Met vriendelike groete, en hartelike dank by voorbaat,

Jou welwillende buurman,

Kerneels.

AFRIKAANS WORKS BY THE AUTHOR.

In die reeks ,,Almal se Boeke,'' almal Posvry ... 2/9

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6. *Verre Dae*
7. *Geeste op Aarde*
8. *Brolloks en Bittergal*
9. *Herrie op die ou Tremspoor*
10. *Mof en Sy Mense*

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